

Teacher's Guide

LEVEL

1



**Starting
Points in
Language Arts**



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Teacher's Guidebook for

Starting Points in Language Arts

LEVEL 1

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GINN AND COMPANY

EDUCATIONAL PUBLISHERS

Acknowledgements

Consultant:

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Sister Teresita Dobbin

Agatha Dyck

Noreen Hishon

The American Baptist Publication Society for the poem "New Kittens" by Grace Noll Crowell, from *Story World*. Eunice Breilid for the poem "Animals to Love." Thomas Y. Crowell Company, Inc. for the poem "Three Large Ladies" from *Riddles, Riddles Everywhere* by Ennis Rees, Copyright © 1964 by Ennis Rees, by permission of Abelard-Schuman, publisher, and for the poem "Birthday" from *In One Door and Out the Other* by Aileen Fisher, Copyright © 1969 by Aileen Fisher, with permission of Thomas Y. Crowell Co., Inc. publisher. Doubleday & Company, Inc. for the poem "The Animal Store" from *Taxis and Toadstools* by Rachel Field. Copyright 1926 by Doubleday & Company, Inc., and for the poems "What is Red?" and "What is Blue?" from *Hailstones and Halibut Bones* by Mary Le Duc O'Neill. Reprinted by permission of Doubleday & Company, Inc. E. P. Dutton & Co., Inc. for the poem "School" from *Me* by Inez Hogan. Copyright 1954 by Inez Hogan. Reprinted by permission of the publishers, E. P. Dutton & Co., Inc., and for the poem "Bundles" from *Stories to Begin On* by Rhoda Bacmeister. Copyright 1940 by E. P. Dutton & Co., Inc.; renewal © 1968 by Rhoda W. Bacmeister. Reprinted by permission of the publishers, E. P. Dutton & Co., Inc. Grade Teacher Magazine for the poem "Airplane" by Nona Keen Duffy. Harcourt Brace Jovanovich, Inc. for the poem "The Funniest Thing" by Beatrice Scheck de Regniers from *Something Special*, copyright © 1958 by Beatrice Scheck de Regniers. Reprinted by permission of Harcourt Brace Jovanovich, Inc. Highlights for Children, Inc. for the poem "A New Friend" by Marjorie Allen Anderson—Children's Activities, June 1950. Copyright Children's Activities. Used by permission of Highlights for Children Inc., Columbus, Ohio. Jack and Jill Magazine for the poem "Seeing Things" from *Jack and Jill* magazine copyright © 1965 by The Curtis Publishing Company. Little, Brown and Company for the poem "Jamboree" from *All Day Long* by David McCord. Copyright © 1965, 1966 by David McCord. Reprinted by permission of Little, Brown and Co. Prentice-Hall, Inc. for the poem "A Puppy Whose Hair Was So Flowing" by Oliver Herford, from the Century Magazine, © 1912. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey. G. P. Putnam's Sons for the poems "I Never Hear" and "The Welcome" from *All Together* by Dorothy Aldis. Reprinted by permission of G. P. Putnam's Sons from *All Together* by Dorothy Aldis. Copyright 1925, 1926, 1927, 1928, 1934, 1939, 1952, by Dorothy Aldis; renewed. Christina Rossetti for the poem "At Home," from *How to Eat a Poem*. The Saturday Evening Post Company for the poem "Jet Planes," by Arch Crawford, from *Child Life*, copyright 1961 by Child Life, Inc. The Society of Authors for the poem "Shop Windows" from *Gay Go Up* by Rose Fyleman and the poem "What They Said" from *Poems Children Will Sit Still For* by Rose Fyleman. Reprinted by permission of The Society of Authors as the literary representative of the Estate of Rose Fyleman. World's Work Ltd. for the poem "The Animal Store" from *Taxis and Toadstools* by Rachel Field, and the poems "What Is Red" and "What Is Blue" from *Hailstones and Halibut Bones* by Mary O'Neill. British editions published by World's Work Limited. Henry Z. Walck, Inc. for the poem "City Street" by Lois Lenski from *We Live in a City* and the poem "A Man" by Lois Lenski from *The Life I Live*. Reprinted by permission of the publisher.

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ISBN: 0-7702-0220-9

CDEFG • 0876543

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Starting Points in Language Arts – Basic Assumptions

The *Starting Points in Language Arts Series* is designed for children in the early elementary school grades. It is a total language arts program in which the four facets of language—Listening—Speaking—Reading—Writing—are not isolated entities to be taught separately but are interdependent functions to be taught simultaneously.

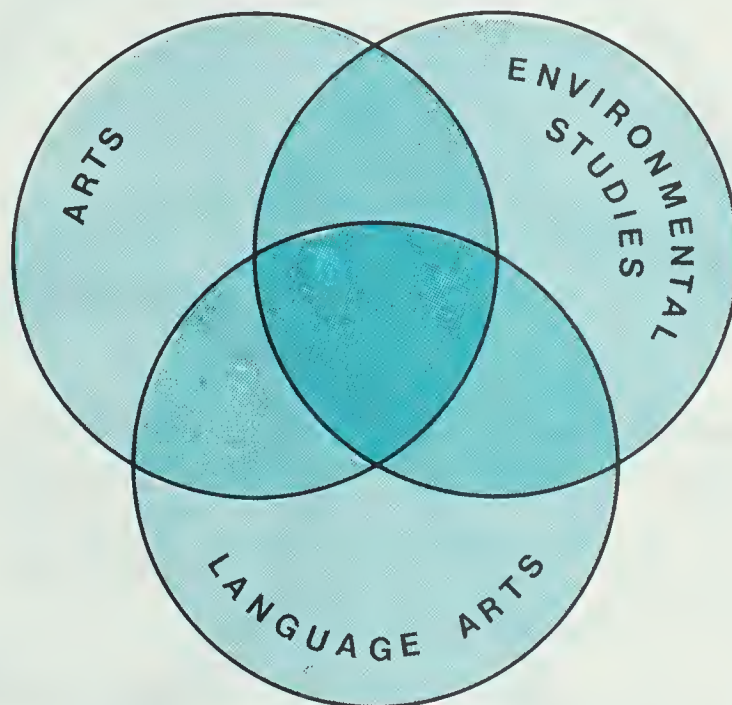


While there is as yet no one theory that explains how learning takes place, research in the past few years has proved that one can make certain assumptions about (1) the ways in which children develop language ability and learn to read, and (2) the relationship that exists between language and reading, and (3) the conditions under which learning more easily takes place.

In planning the content, the organization, the teaching-learning strategies in *Starting Points in Language Arts*, the authors have kept the following assumptions very much in mind:

- that a child thinks only to the extent that he/she can use language and that language is the tool that enables him/her to relate new experiences to what is already known, to come to conclusions about the new experiences, and to modify and extend his/her understandings in the light of the new experiences; in short, it is language that allows the child to make sense of the world around him
- that the child who comes to school has already through concrete experiences and real-life situations acquired the ability to use language, and that the school as far as is possible should provide the same kind of learning environment
- that any definition of reading must recognize that reading begins with graphic symbols but that the process of reading is not only the decoding of the symbol but the reconstruction of meaning—meaning that is not in the print but in the mind of the reader
- that to read with meaning the child not only applies word study skills—“What is this word?” “Does this word sound right?”—but must also apply reasoning skills—“Does this sentence make sense?” “What do I already know about this topic?” “Could this statement be true?”

- that critical reading is an integral part of the reading process rather than a more sophisticated skill to be taught at a higher grade level
- that in reading critically the child applies to the task the facts and ideas he/she already possesses and that the more “input” that can be brought to the understanding of meaning, the easier the reading process will be
- that the child’s input is the result of his/her sensory experiences – what he/she has observed, touched, experimented with, listened to, reacted emotionally to – and the result of his/her language experiences – what he/she has thought about and talked about; and that a language arts program must use and extend the child’s experiential background
- that reading is done for a purpose and that the “output,” the response to what is read, whether it be discussion, drama, writing, research, or more reading, is not enrichment but an integral part of the reading process
- that there is no division between the input to the reading process and the output of the reading process; and that the major elements of language communication – listening, speaking, writing, and reading – are interdependent functions and should be developed simultaneously
- that the understandings a child brings to the reading process and takes from it are not restricted by subject areas and that language arts learning is interdisciplinary in scope



- that a language arts program, because it concerns itself so closely with a child’s thinking, must assume some responsibility for the quality of that thinking and should provide opportunities for the child to determine and clarify personal attitudes and values
- that a child’s learning proceeds from the concrete experience to the abstract concept, from the personal to the impersonal, and that the affective, or emotional, response is as relevant to learning as the cognitive, or intellectual, response
- that children’s needs, abilities, and interests differ, and that there can be no one “system” but only a system that provides alternative learning experiences and is based on a broad range of teaching-learning strategies

Integration in Starting Points in Language Arts

In summary, the *Starting Points in Language Arts Series* integrates:

- the *language arts* by combining listening, speaking, reading, and writing skills in a meaningful learning unit
- the *language arts and other subjects* by relating the language arts to content from the areas of social studies, science, and the arts
- the *learning processes* by demonstrating that the critical thinking skills – hypothesizing, comparing, contrasting, deducing, inferring, predicting, assessing – are interdisciplinary and basic to a variety of learning tasks – whether it be reading a story or investigating the resources of a community

The integrated language arts program in *Starting Points in Language Arts* is organized under the following major strands: Concept Development/Comprehension – Integrative Options – Decoding Skills – Language Development – Writing – Alternate Strategies –



The Umbrella of Integration

CONCEPT DEVELOPMENT/COMPREHENSION



The term *Concept Development* is used only in the first part of the Teacher's Guide for Level One; in the Teacher's Guide for Level Two and for subsequent levels, the corresponding strand is titled *Comprehension*.

From Level Two on, the *Comprehension* strand includes lesson plans under the three headings, "Developing Pupil Inquiry," "Developing Pupil Response," and "Synthesizing." In addition, the *Comprehension* strand includes a skills section titled "Developing Comprehension, Research and Listening Skills."

If reading is the reconstruction of meaning, then a language arts program must provide for the input and the output that makes reading a meaning process. A child cannot be expected to read with comprehension material for which he/she has little experience or motivation. Similarly, a child cannot be expected to have read with comprehension if after reading he/she is given no opportunity to respond to what was read. If, as has been said earlier, a child reads with understanding in proportion to the input brought to the task, then that child must be given sufficient opportunity to talk about the topic of the reading selection, to share and compare ideas, and to decide what questions he/she would like answered—to set his/her own purposes for reading. If a child is to be expected to view reading as a rewarding experience, then he/she must be given sufficient opportunity to talk about what has been read, to share new ideas, and to decide on the answers to the questions that have been raised—to respond to what has been read.

All of the aspects of the *Concept Development/Comprehension* strand have been designed to achieve the overall objective of having children read with meaning. Some features of this strand are:

Reading Readiness

There is general agreement that certain skills are needed by beginning readers, for example, the ability to match visual forms, to recognize letters, to hear the sounds represented by beginning consonants, to hear rhyme, to match words. A series of these tests can be found in the Pre-reading Check of the *Self Help Activities/Spirit Duplication Masters* for Level One of *Starting Points in Language Arts*.

Just as important, however, to the beginning reader is the knowledge of certain concepts. To better discuss the content of a picture, the beginning reader should know the meaning of the words *left* and *right*. To relate a personal experience, the beginning reader must know words related to sequence—*first*, *next*, *last*. To read a story meaningfully, the beginning reader must be familiar with the commonly used space words such as *over*, *under*, *high*, *low* and with some quantitative words such as *more*, *some*, *all*.

In order that these and other concepts may be reviewed, each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs*, in addition to developing oral language and vocabulary, has been designed to reinforce certain readiness concepts.

Oral Language

The development of oral language is a primary objective during Level One and, indeed, throughout the entire program. Each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs* depicts experiences of interest to beginning readers and is used as a focal point for discussion. The suggested questions in the accompanying lesson plans have been chosen carefully so that children will not talk aimlessly but will:

- develop powers of observation and the skill of “reading” pictures
- learn to listen for different purposes
- develop fluency in expressing ideas, exchanging ideas, responding to others
- practice thinking skills by answering questions that require literal, critical, and creative interpretation

For example, some questions will ask the children to respond *literally*—“What are the people in the picture doing?” “Whom did Pat invite to her party?” Others will require the children to think *critically*—“Are the children in the picture friends?” and to support their answers—“Why do you think so?” A child must *listen* attentively when he/she is asked “Do you agree with what Paul has just said?” “What part do you disagree with?” Children can be helped to develop *fluency* by being encouraged to interact—“Have you a question that you would like to ask Lisa?” “What is your opinion?” Even beginning readers can think *creatively* when they are asked to make judgments in light of their own experience—“Have you ever done that?” “How did you feel about it?” “What would you have done if you had been in the same situation?” “Why do you think as you do?”

In short, a worthwhile discussion will require the children to do orally what they must do when they read—think *critically* and *creatively*.

Developing Pupil Inquiry—Developing Pupil Response—Synthesizing

The reader who is reading for meaning must do more than *identify* the symbols on the page. He/she must go beyond the symbols to *recognize* the meaning conveyed by the writer. The most efficient way for the reader to do this is to read with questions in his/her mind—“Who is Tiger?” “What is happening to Curt?” “What is the surprise?” “Why is Mr. Mugs not happy?” In this way, critical thinking is not a skill that comes into focus only after the story has been read; it is an ongoing skill that is at the heart of the reading process.

Children will read with more purpose if the questions they are attempting to answer are their own. Beginning with the text, *Mr. Mugs—A Jet-Pet*, children are asked to *formulate their own questions for reading*. They do so by locating the title in the Table of Contents, speculating about the title, finding the story in the reader, and studying the opening picture or pictures. The teacher prints each question on the chalkboard beside the child’s name. If children need help in setting their own purposes for reading, the teacher can model questions: “I would like to know what the surprise is.” “How would *you* ask me that question?” After the child’s question is printed on the board, the teacher might continue—“Is there anything else you want to know about the surprise?” “What other questions would you like to ask?” Some children might then suggest “Who has the surprise?” “Who will get the surprise?”

After the questions have been printed on the chalkboard, the children read one page, two pages, or the whole story—depending on their capability—keeping the questions in mind. They then answer their questions and verify the answers by reading aloud the appropriate lines in the story. They can also be encouraged to infer or speculate upon the answers to any questions that cannot be answered in the story text.

Suggested questions and answers for each reading selection are given under the headings “Developing Pupil Inquiry” and “Developing Pupil Response.” Further questions and discussion topics related to the reading selection as a whole are provided under the heading “Synthesizing.”

Literal, Critical, and Creative Comprehension

The suggested questions in the *Concept Development/Comprehension* strand have been planned to ensure that children are given ample opportunity to practice thinking at each level of comprehension—*literal*, *critical*, and *creative*.

In brief, questions categorized as *literal* require children to:

- note or recall details
- note or recall main ideas
- note or recall sequence
- note or recall cause and effect

Questions categorized as *critical* require children to:

- classify
- compare
- discriminate between relevant and irrelevant
- discriminate between true and false
- discriminate between fact and opinion

Questions categorized as *creative* require children to:

- infer from experience
- infer from evidence
- infer feelings
- make judgments
- express opinions
- predict outcomes
- value

Literature

The sections “Developing Pupil Response” and “Synthesizing,” provide ample opportunities for the learning of literary skills. Children are required to:

- compare story ideas or versions
- understand characteristics of fairy tales
- understand characteristics of fables
- identify main and secondary characters
- infer reasons for actions of characters
- describe characters
- recognize sequence of events in a story
- recognize plot in a story
- recognize a problem in a story
- understand figurative language
- appreciate poetry

Environmental Studies: Social Studies and Science

In keeping with the objectives of integrating the language arts with other subjects and of integrating the learning processes, the pupils' texts at each level include selections from the area of social studies and science. Some social studies selections included are a picture story titled "Families," which is the starting point for an examination of various family groupings; a story "Lost—a Dog," which leads to a study of workers in the community; a photo story, "The City Is . . .," which focuses on aspects of urban life. Some examples of science selections are a picture story, "Outdoors," which outlines a field trip during which children collect information about what they observe in the neighborhood; an information article, "Wonders of the Sky," which requires children to use secondary sources for research.

The lesson plans for the selections categorized as *Environmental Studies* do not follow the "Developing Pupil Inquiry," "Developing Pupil Response," and "Synthesizing" model. Instead each lesson plan has been developed as an *inquiry model* under the following headings:

Starting Point
Question
Collecting Information
Organizing Information
Presenting Information
Evaluating

Some of the skill objectives in these lesson plans are:

Social Skills:	Planning Working independently Working with others
Valuing Skills:	Appreciating own role in relation to others and the community Appreciating role of others in the community Appreciating the environment
Research Skills:	Using primary sources of information Using secondary sources of information Evaluating sources of information Interviewing Recording information Presenting information Evaluating information
Comprehension Skills:	Hypothesizing Classifying Comparing Analyzing Interpreting Generalizing Judging

Developing Comprehension, Research, and Listening Skills

In addition to the comprehension, literature, research, and listening skills that are taught and reinforced in the two types of lesson plan models, the *Comprehension* strand—starting at Level Two—includes a section titled "Developing Comprehension, Research, and Listening Skills." This section provides a systematic program of activities and exercises designed to teach specific skills.

INTEGRATIVE OPTIONS



This strand provides activities that enable children to: (1) integrate the language arts and other subject areas by relating the content of the reading selection to the content of other disciplines, and (2) integrate the learning processes by applying language arts skills to interdisciplinary projects.

Some features of the *Integrative Options* strand are:

Physical Education

The development of gross and fine motor skills is essential to learning and many suggestions are made for physical education activities, particularly at Levels One and Two. Also, a child whose confidence has been increased through physical activities is well on the way to developing a positive self image that will be reflected in all aspects of learning.

Some objectives for the physical education activities are: understanding of left and right; awareness of body parts; improvement of powers of concentration; understanding of space relationships.

Manipulative Activities

Children's learning proceeds from concrete personal experience to impersonal analysis. The manipulative activities suggested in this strand – for example, sorting, classifying, making shapes, putting items in sequence – reinforce the concepts taught and reviewed in the *Concept Development/Comprehension* strand.

Sensory Perception

A child's sensory experiences contribute to the conceptual background essential to meaningful reading. Vocabulary related to the senses is built up as children listen to sounds, collect items with different smells, make a touch box, and so forth.

Visual Arts

Activities such as painting, drawing, modeling, allow children to express reactions and feelings, to respond individually to what has been read, discussed, and thought about. The development of personal and creative expression is an important part of language arts learning.

Drama

Drama can be classified as creative or informal drama, which includes movement, mime, and improvisation, and interpretive, or formal drama, which includes polished improvisations and plays. In the primary grades, the emphasis is on informal drama.

Music

The music activities suggested in the *Integrative Options* strand have many purposes. Music, like the visual arts, gives children a form of individual response. Children can be encouraged to listen attentively and interpretively to music. The combining of sounds and words and the repetition of sounds and words in songs strengthen fluency. And music is an excellent starting point for miming, role playing, and acting.

Environmental Studies: Social Studies—Science

In addition to the reading selections categorized as Environmental Studies, the *Integrative Options* strand provides starting points for social studies and science projects.

The Environmental Studies: Social Studies selections and the suggested social studies activities in the *Integrative Options* strand for Levels One to Six focus on the community—the school, the local community, housing in the community, workers in the community.

At the same levels, the Environmental Studies: Science selections and the suggested science activities in the *Integrative Options* strand emphasize the growth and development of plant and animal life.

DECODING SKILLS



In *Starting Points in Language Arts* the primary objective is to have children *read with meaning*.

Multi-Strategy Approach

Psycholinguists state that for the skilled reader, reading is a *critical thinking* process. The reader asks a series of mental questions: What does this word mean when it is related to this word? Does this word make sense? What words do I know of that begin with this letter? What does this suffix tell me about that word? What do I know about this topic? Does this sentence make sense? The skilled reader, in fact, uses not one method of word attack but a variety of *word attack methods to make predictions* about the meaning – predictions that are confirmed, rejected, or amended as the reading act progresses.

A beginning reader is also capable of using a multi-strategy approach to reading; indeed he/she should be taught to do so. For example, a child who is asked to unlock the meaning of the sentence, “The horse raced along the track,” and who has never seen the word *horse* in print, might ask questions similar to these: What do I know that races on a track? What words do I know that begin with the letter *h*? Would the words *house*, *hand*, or *hold* make sense in this sentence? Would *horse* make sense? Do horses race on tracks?

In a multi-strategy approach, the reader uses context, phonetic analysis, and structural analysis to decode ideas – rather than isolated words.

The *Decoding Skills* strand in *Starting Points in Language Arts* is designed to teach and encourage all children to adopt a *multi-strategy approach*.

New Words

All new words are first encountered in context. At Level One, the new words are introduced in the discussion related to each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs*. From Level Two on, it is recommended that children not be taught new words prior to the reading of the text selection but that they be given the opportunity to recognize the new words through context.

Word Meaning

It is context that gives the reader the opportunity to apply his personal experience to the unlocking of meaning. It is also context that supplies the reader with the *semantic* and *syntactic* information needed to read with meaning.

The word *run* can be *identified*, but its meaning cannot be *recognized* until the word is seen in context. For example:

He hit a home *run*.
They will *run* fast.
These colors will *run* when they are washed.
Do not let the water *run* over.

It is the *semantic information* in the sentence as a whole that determines the meaning of the word *run* in each of the above sentences. A characteristic of the English language is of course the fact that a considerable number of words have multiple meanings.

Another element essential to understanding the meaning of a sentence in English is *word order* – the grammatical relationship of one word with another. For example,

Curt patted Mr. Mugs.
Mr. Mugs patted Curt.
Mr. Mugs was patted by Curt.
Curt was patted by Mr. Mugs.

In each of these sentences it is the *syntactic information* that the reader needs to tell whether the sentence makes sense.

The first section in the *Decoding Skills* strand is titled “Word Meaning.” It is in this section that children learn and practice the use of context. Activities include: using the new words to complete sentences related to the language development charts or reading selections; using the new words to complete sentences unrelated to the language development charts or reading selections; completing original sentences; choosing the right words to complete sentences; choosing the best words to complete sentences and giving reasons for choices; recognizing the meanings of words according to context.

Phonemic Analysis – Structural Analysis – Syllabication

The sections “Phonemic Analysis,” “Structural Analysis,” and “Syllabication” in the *Decoding Skills* strand are designed to teach children phonetic and structural elements.

In summary, the phonemic elements taught at Levels One to Seven include:

- Level One: auditory and visual discrimination of seven initial consonants
- Level Two: auditory and visual discrimination of remaining initial consonants and final consonants
auditory and visual discrimination of digraphs *sh* and *th* (voiceless)
auditory and visual discrimination of short vowels *a* and *o*
- Level Three: auditory and visual discrimination of digraphs *ch*, *wh*, and *th* (voiced)
auditory and visual discrimination of short vowels *e*, *i*, *u*
auditory and visual discrimination of long vowels *a*, *o*, *e*, *i*, *u*
- Level Four: initial consonant clusters *fl*, *sl*, *pl*, *cl*, *bl*, *gl*, *br*, *gr*, *tr*, *cr*, *fr*, *pr*, *dr*, *sm*, *sw*, *sp*, *sn*, *sk*, *sc*, *scr*, *str*; final *ng*, *nt*, *nk*, *nd*, *sk*; vowels – *ee*, *ar*, *or*, *ur*, *ir*, *er*, *ow*, *ou*, *ear*, *all*, *aw*
- Level Five: initial consonant clusters *squ*, *spr*, *thr*, *kn*; final *ft*, *tch*, *ld*, *mp*, *mb*, *lt*, *pt*; vowels – *air*, *are*, *au*, *ea*, *ew*, *oo*, *ue*
- Level Six: glided vowels at the end of words; vowels *i*, *igh*, *ei*, *eigh*, *oy*, *oi*, *ou*, *u*; final consonant cluster *lk*; initial *wr*; initial *gu* and final *gue*
- Level Seven: consonant digraphs *gh*, *ph*, *ch*; vowels *ei*, *ie*, *o*, *y*

In summary, the structural elements taught at Levels One to Seven include:

- Level One: graphemic bases
- Level Two: plurals with *s*; possessive *'s*; verb ending *s*; graphemic bases
- Level Three: verb endings *ed*, *ing*; principles of contractions; graphemic bases
- Level Four: plurals with *es*; dropping final *e* and doubling final consonant before *ed*, *ing*; suffixes *er* (agent), *er*, *est*, *y*, *ly*, *ful*; graphemic bases
- Level Five: changing *y* to *i* before adding *es*, *ed* to verbs, *es* to nouns, and suffixes *er*, *est*, *ly*; dropping final *e* and doubling final consonant with suffixes; suffix *less*; graphemic bases
- Level Six: prefixes *a*, *be*, *de*, *ex*, *re*, *pre*, *dis*, *un*; possessive *s'*; suffixes *tion*, *sion*, *ion*, *ation*, *able*, *ness*; graphemic bases
- Level Seven: changing *f*, *fe* to *v* before adding *es*; prefix *under*; suffixes *ment*, *en*, *ous*, *ible*, *ish*, *ant*, *ent*

In summary, the syllabication attack skills taught at Levels Four to Seven include:

- Level Four: noting number of syllables in words; noting peak sounds in two- and three-syllable words
- Level Five: noting effect of stress on vowels before or after stressed syllable; noting effect of stress on unstressed syllables; dividing words between two different medial consonants
- Level Six: dividing words with medial digraphs; dividing two-syllable words with prefixes and suffixes; dividing words with inflectional endings; dividing three-syllable compound words; dividing words with three medial consonants
- Level Seven: dividing multi-syllabic words; dividing words with adjacent pronounced vowels; dividing words with single-vowel syllables

Spelling

A spelling section begins in Level Two with the introduction of unglided (short) vowels. The spelling program presents words in three categories. In the early levels, emphasis is placed on the spelling of words formed on the graphemic bases taught in the "Structural Analysis" section. Words presented as "useful words" are those commonly found in basic word lists and words frequently used by children in writing. A third category of "spelling words" includes selected interest words from the reading selection.

LANGUAGE DEVELOPMENT



The development of oral and written language is a primary objective of *Starting Points in Language Arts* and, as such, features in the *Concept Development/Comprehension* and *Writing* strands. The objectives of the *Language Development* strand concentrate on (1) the mechanics of oral and written language, (2) sentence structure and usage.

Mechanics of Oral and Written Language

Punctuation skills taught in Levels One to Seven include capitalization; the use of the period, question mark, exclamation mark, the dash; uses of the comma; the use of the apostrophe in possessive forms and in contractions; and the use of quotation marks and tag phrases.

Sentence Structure and Usage

At Levels One to Seven, emphasis is placed on developing an understanding of the sentence. A section titled "Sentence Awareness" at Levels One to Seven suggests activities requiring children to discriminate between finished and unfinished sentences; complete sentences and questions; make up sentences, combine sentences, substitute words in

sentences, transform sentences, add phrases to sentences, and so forth. At the same time, children begin to acquire a knowledge of the forms and functions of parts of speech—pronouns, nouns, verbs, adjectives, and adverbs. Usages items emphasize irregular verb forms.

At Level Six, elements of “Sentence Awareness” are more intensively developed in a section titled “Sentence Building,” in which children expand fragments into sentences; complete sentences using pronouns, nouns, verbs, adjectives, adverbs, and irregular verbs; and combine sentences with a variety of connectives to form compound and complex sentences.

At Level Seven, children continue to recognize and use the various parts of speech, but are also required to produce original sentences using nouns, verbs, adjectives, and adverbs. Further connectives are introduced as children practice combining sentences.

WRITING



Writing for children in the elementary grades is both a means of self-expression and a means of communication. If language is thinking, then writing—like talking—is another way in which children think about new experiences, relate them to what they already know, modify and extend their understandings, and make sense of the world around them. And because a child rarely writes about a topic that he/she has not talked about or read about, an effective writing program must be based on a strong program in oral expression, reading, and listening. Writing will be more readily viewed as a means of communication if the child is given a purpose for writing. If writing is to be read by others, then children more quickly appreciate the need for correct spelling, appropriate punctuation, and clear sentence structure.

In the early levels of *Starting Points in Language Arts*, the overall objectives of (1) writing as a means of self-expression, (2) writing as a means of communication, and (3) writing using appropriate punctuation and sentence structure are achieved through a core program and a personalized program.

A Core and Personalized Program

The *Writing* strand in *Starting Points in Language Arts* has been designed to give the teacher and the students both a core group program and a personalized, or individualized, program.

	Core Group Program	Personalized
Level One	Building sentences with word tickets for new words in Level One Printing letters	Dictating stories for <i>Writing My Own Reader</i>
Level Two	Making vocabulary charts Printing words, sentences	Building stories from <i>Writing My Own Reader</i> Entering vocabulary in <i>My First Dictionary</i> <i>Creative writing</i>
Level Three	Making vocabulary charts Printing sentences Printing run-over sentences	Entering vocabulary in <i>My First Dictionary</i> Creative writing Writing a Personal Journal
Level Four	Making vocabulary charts Printing in reduced size Directed writing	Entering vocabulary in Personal Word Books Creative writing Writing a Personal Journal
Level Five	Making vocabulary charts Directed writing	Creative writing Writing a Personal Journal
Level Six	Making vocabulary charts Cursive writing in lower-case letters Directed writing	Creative writing Writing a Personal Journal
Level Seven	Making vocabulary charts Cursive writing of upper-case letters Directed writing	Creative writing Writing a Personal Journal

Initial Writing at Level One

Although most children beginning Level One are not yet able to write on their own, there are important reasons for the implementation of an initial writing program. First a writing program that enables children to contribute to experience charts and to dictate individual stories makes meaningful use of the language resources a child brings to school. Second, one of the most powerful concepts the beginning reader acquires is the knowledge that reading is “talk written down.” Third, writing reinforces the reading skills by giving children opportunities to use the vocabulary they have acquired. And, fourth, children are made aware immediately of the relationships that exist between speaking, listening, reading, and writing.

Dictated Stories — Children contribute to chalkboard experience charts based on experiences and activities related to the language development charts in the *Initial Reading Charts* or *Mr. Mugs*. Also at Level One each child dictates a minimum of five stories—and preferably ten—to the teacher, who, in turn prints the story in the child’s *Writing My Own Reader* booklet. The teacher then “reads” the dictated story with the child and repeats the reading as often as possible.

Building Words and Sentences — In addition to the dictation of chalkboard and individual stories, the *Initial Writing* strand in Level One includes a developmental program in sentence building. As the new words are introduced for each language development chart in the *Initial Reading Charts* or *Mr. Mugs*, children are given corresponding letter tickets and word cards, punctuation cards, and rebus cards, which they use to build words and sentences. As children manipulate the word cards to build a variety of sentences, they develop an understanding of left-right progression, capitalization, punctuation, and the structure of a sentence.

Printing — A developmental printing program is introduced in Lesson 7 of Level One. The teacher’s guide gives detailed instructions for the teaching of the printing of lower and upper case letters. Practice pages for pupil use are contained in the *Self-Help Activities/Spirit Duplication Masters* for Level One.

Writing at Levels Two, Three, Four, and Five

The Writing strand at Levels Two and Three is developed under the headings, “Developing Readiness for Creative Writing” and “Printing.” Partway through Level Four, “Printing” becomes “Printing and Directed Writing” and is continued in Level Five.

As part of “Developing Readiness for Creative Writing,” the development and use of a *My First Dictionary* booklet and cooperative vocabulary charts are begun in Level Two. Composing personally in response to a suggested activity is also begun here. Starting in Level Three, children are encouraged to keep a journal of their own experiences.

In “Printing” in Level Two, children learn to print words and sentences. In Level Three, they print run-over sentences, complete sentences, print answers to questions, and print original sentences. At the same time, they are learning to write stories by selecting words and phrases to complete stories and by answering questions to create stories.

Writing at Levels Four and Five

At Levels Four and Five, the development of vocabulary charts as a starting point for personal writing is continued under the heading of “Developing Readiness for Creative Writing.”

Partway through Level Four, “Printing” becomes “Printing and Directed Writing” and is continued in Level Five.

In “Printing and Directed Writing,” the children learn to write stories by selecting words and phrases to complete stories, by answering questions to create stories, by writing story beginnings and endings, and by composing comic-strip and co-operative stories. They also write poetry such as sound poems, sensory poems, and nonsense poems using simple models.

The reduced printing of letters and sentences is introduced in Level Four.

Writing at Levels Six and Seven

The Writing strand at Levels Six and Seven is developed under the headings, “Handwriting,” “Directed Writing,” and “Creative Writing.”

In "Directed Writing," the children further develop their writing skills by composing direct speech, descriptions of characters, directions, captions, diary entries, letters, tall tales, mystery stories, adventure stories, news stories, and poems. In Level Seven, children are taught the form of a paragraph and are required to write paragraphs on given topics and to compose topic sentences.

Cursive handwriting is introduced in Level Six with model letters, words, and phrases in the lower case. Upper case letters are taught in Level Seven.

ALTERNATIVE STRATEGIES



This strand contains suggestions for the activities designed to re-teach, reinforce, or review skills already introduced in the *Decoding* strand, for example, auditory and visual discrimination of beginning consonants, rhyming, and word recognition. To increase their motivational value, many of the activities are presented as games.

While the teacher will need to introduce the activities, most students will be able to use them in small groups without difficulty.

The activities in this strand will be of benefit to children who are experiencing difficulty with a particular skill. With these pupils, the teacher should use the activities as a teaching tool. For the average students, the activities will provide additional reinforcement. Superior pupils will enjoy reviewing a skill in a new context.

STARTING POINTS IN LANGUAGE ARTS — PROGRAM MATERIALS

LEVEL ONE TEXT MATERIALS			LEVEL ONE NON-TEXT MATERIALS			
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Mr. Mugs Games Kit	Consonant Flip Cards	Supplementary Materials
Mr. Mugs OR Initial Reading Charts	Mr. Mugs Book, Level 1 Spirit Duplication Masters Level 1	OR Self-Help Activities, Level 1	Package of 30 word tickets	Games for the teaching of decoding skills	Flip cards for the first 12 graphemic bases	—Mr. Mugs stuffed dog
Mr. Mugs — A Jet-Pet	Guidebook for Level 1		—Writing My Own Reader			—Hand Puppets of Mr. Mugs
			—My First Dictionary			—Mr. Mugs Badges
LEVEL TWO TEXT MATERIALS			LEVEL TWO NON-TEXT MATERIALS			
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Mr. Mugs Games Kit	Consonant Flip Cards	Supplementary Materials
Mr. Mugs Plays Ball	Guidebook for Level 2	Mr. Mugs Book, Level 2 Spirit Duplication Masters Level 2	(same as above)	(same as above)	(same as above)	(same as above)
Mr. Mugs and the Blue Whale		OR Self-Help Activities, Level 2				
LEVEL THREE TEXT MATERIALS			LEVEL THREE NON-TEXT MATERIALS			
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Mr. Mugs Games Kit	Consonant Flip Cards	Supplementary Materials
First Prize for Mr. Mugs	Mr. Mugs Book, Level 3 Spirit Duplication Masters Level 3	OR Self-Help Activities, Level 3	(same as above)	(same as above)	(same as above)	(same as above)
Mr. Mugs Is Lost	Guidebook for Level 3					

Learning Centers — An Alternative

Traditionally, the organizational pattern and the instructional methodology of the classroom has been teacher-directed. Currently, there is interest in providing alternatives to the teacher-directed instructional methodology. A *learning-center approach* may be an alternative that can provide an environment that not only stimulates new learning but also effects an integration of language arts content with other subjects and an integration of learning processes.

Learning centers or activity centers may be described as vehicles for providing self-directed learning experiences. The degree of teacher direction required within a center will depend on (1) the degree to which pupils are able to work independently, (2) the level of skill necessary in relation to a particular type of center, (3) the ability of the children to function as a group in the performance of a group task, (4) the materials available, and (5) the interest of the children.

While centers may have different names, the value of a center is related to its *purpose*. The teacher who wishes to provide an alternative learning environment must be ready to establish specific objectives for each center, and to ensure that the objectives are implemented in the suggested activities for each center. A learning-center approach requires that the major part of the teacher's planning be done before the children begin to work at the centers.

Learning Centers in Starting Points in Language Arts

A learning center approach can be used with any subject area. If centers are established in conjunction with the *Starting Points in Language Arts Series*, it is recommended that teachers study the *Integrative Options* strand. It has been suggested that some activities be done at centers; certainly many other suggested activities would lend themselves to such an approach.

The following types of centers would be appropriate for teachers using the *Starting Points in Language Arts Series*. The materials needed for these centers would vary according to specific objectives; not all materials would be needed in a center at one time.

<i>Type of Center</i>	<i>Materials Needed</i>
Dramatic Play	old clothes; hats; purses; shoes; mirror; different kinds of puppets; puppet stage
Arts	paints; brushes; modeling materials; cut-and-paste materials; different kinds of paper; scraps of materials; newspapers; magazines; toothpicks; popsickle sticks; sponges; string; ribbon; cardboard cylinders
Manipulative Materials	games; puzzles; building blocks; beads; buttons; shapes; any items suitable for classifying
Library	books; magazines; slides; viewer; rocking chair
Mathematics	sorting items — pegs, macaroni, lids, screws, spools, corks, beads, nails, blocks, peg boards and pegs; flannel board and objects; attribute blocks; shape puzzles; materials for measuring — string, ribbon, tape
Sand or Water	containers of all shapes and sizes; funnels; strainers
Sensory	items related to touch — materials, bark, stones; items related to smell and taste — spices, foods, fruits
Interest	an interest center may be set up to capitalize on a topic that is of concern to the class or to a group at a particular time

Physical Structure of Centers

An activity center does not have to be elaborate in its physical structure. A few desks pushed together may represent a Writing Center for one part of the day and a Mathematics Center at another time. Two or three painting easels may be the Art Center; in another classroom the Art Center may be a corner of the classroom covered with newspapers. A shelf or a table may be all that is needed for an Interest Center. The physical structure should be such that it is possible to make changes easily.

Establishing Centers

A learning-center approach is not essential to the implementation of the *Starting Points in Language Arts* program. However, those teachers who wish to establish centers may find the following suggestions helpful.

1. Introduce the learning-center approach gradually if children have had no previous experience.
2. Take time to discuss with the children the function of each center and the use of materials.
3. Designate a specific place in the center for storage of supplies and materials.
4. Designate a specific place in the center for storage of unfinished and finished projects.
5. Make sure that children know they are responsible for "housekeeping" in each center.

Pre-reading Checks

A series of Pre-reading Checks has been provided on pages ii to xii of the *Self-Help Activities/Spirit Duplication Masters* for Level One. The purpose of these tests is to evaluate children's abilities in the following areas: letter recognition—lower case and upper case letters; visual discrimination—shapes and letters; visual discrimination—words, auditory discrimination—initial consonants and rhyme; visual memory—shapes and sequence; word learning rate. These skills are some of the ones children will be required to use in proceeding through the Level One program, and provide one measure of a child's readiness to begin a formal reading program. The teacher who is making such an assessment will also want to evaluate other factors that determine readiness—for example, facility in oral language; understanding of concepts related to school and to the immediate environment; ability to listen attentively; interest in and attitude toward reading; ability to follow directions.

General Instructions for Administering the Pre-reading Checks

1. Each child will need copies of the Pre-reading Check pages. Pupils' names can be inserted by the teacher prior to the testing period.
2. If preferred, each test may be administered to children in groups rather than to the entire class at once.
3. The testing session should be as relaxed as possible. References should be made to "playing games" rather than testing.
4. Supply a paper or bristol board marker to any child who finds it difficult to keep his place.

Pre-Reading Check 1

Letter Recognition—Lower Case. The first two practice items should be done with the children. Say: "Girls and boys, we are going to play a game. You will have to listen very carefully to what I am going to say so that you will know what to do. Put your finger on the cat at the top of the page. (Make sure that all children do so.) In the box next to the cat there are four letters. Now take your pencil and draw a circle around the letter r—the letter r. (Pause for approximately ten seconds.) If you are not sure what to do, watch what I do." (Hold the page up and circle the letter r.)

Use the same procedure to complete the second practice item. Have children circle the letter e.

Proceed in the same manner with the remaining items. Have the children circle the following letters: Row 1—*i*; Row 2—*g*; Row 3—*p*; Row 4—*m*; Row 5—*w*; Row 6—*z*; Row 7—*c*; Row 8—*l*; Row 9—*y*; Row 10—*h*; Row 11—*g*; Row 12—*d*;

Record the results on the Pre-reading Scores Record

Pre-reading Check 2

Letter Recognition—Lower case. Proceed in the same manner as in Pre-reading Check 1.

Pre-reading Check 3

Letter Recognition—Upper case. Proceed in the same manner as in Pre-reading Check 1.

Pre-reading Check 4

Letter Recognition—Upper case. Proceed in the same manner as in Pre-reading Check 1.

Pre-reading Check 5

Visual Discrimination—Shapes and Letters. Before having children complete the Pre-reading Check, do two practice items on the chalkboard. Draw on the chalkboard a square, a square, a circle, and a square; use Row 1 in the Pre-reading Check as a model. Put your finger on the shape with the dot near it and direct the children to focus their attention on that shape. Say: "In the box next to this shape there are three shapes. Can you find the shapes that look like the shape with the dot near it?" Have a pupil come up to the chalkboard and point out the two matching shapes. Then circle the shapes.

Do a second practice item. Draw a triangle, a triangle, a triangle, and a diamond on the chalkboard. Then follow the same procedure as for the first practice item.

Distribute copies of the Pre-reading Check. Say: "Girls and boys, I would like you to look at the paper in front of you. Listen very carefully to what I am going to say so that you will know what to do. Put your finger on the first shape—the one near the dot—at the top of the page. (Make sure that all children do so.) In the box next to the shape there are three shapes. Put a circle around each of the shapes that look like the first shape—the one near the dot." Give the children approximately ten seconds to respond.

Proceed in the same manner with the remaining items.

Record the results on the Pre-reading Scores Record.

Pre-reading Check 6

Visual Discrimination—Words. Before having children complete the Pre-reading Check, do two practice items on the chalkboard. Put on the chalkboard the words *bug, hug, bag, bug* and draw a tree in front of the word *bug*; use Row 1 in the Pre-reading Check as a model. Put your finger on the word near the tree and direct the children to focus their attention on that word. Say: "In the box next to this word there are three words. Can you find the word that looks like the word near the tree?" Have a pupil come up to the chalkboard and point out the matching word. Then circle the word.

Do a second practice item. Put on the chalkboard the words *dear, door, dear, read*, and draw a star in front of the word *dear*. Then follow the same procedure as for the first practice item.

Distribute copies of the Pre-reading Check. Say: "Girls and boys, put your finger on the picture of the moon. Put your finger on the word next to the picture of the moon. In the box next to this word there are three words. Find the word that looks like the word near the picture of the moon. Put a circle around the word." Give the children approximately ten seconds to respond.

Proceed in the same manner with the remaining items.

Record the results on the Pre-reading Scores Record.

Pre-reading Check 7

Auditory Discrimination—Initial Consonants p, c, m, d, b, w. The first two practice items should be done with the children. Say: "Girls and boys, we are going to play a listening game. You will have to listen very carefully to what I am going to say so that you will know what to do. Put your finger on the picture of the mouse at the top of the page. In the box next to the mouse, there are pictures of a tree, a monkey, and a sandwich. Put your finger on each picture. The name of one of these pictures begins with the same sound as mouse. Listen—mouse-tree, mouse-monkey, mouse-sandwich. Put your finger under the picture whose name begins with the same sound as mouse. Your finger should be under the picture of the monkey. Monkey begins with the same sound as mouse. Listen, mouse-monkey. Put a circle around the picture of the monkey."

Use the same procedure to complete the second practice item.

Proceed in the same manner with the remaining items. Have the children circle the following pictures: Row 1—pig; Row 2—candle; Row 3—mitten; Row 4—doll; Row 5—button; Row 6—wagon.

Record the results on the Pre-reading Scores Record.

Pre-reading Check 8

Auditory Discrimination—Initial Consonants s, f, h, t, l, r, n, g. Proceed in the same manner as in Pre-reading Check 7. Have the children circle the following pictures: Row 7—scissors; Row 8—flag; Row 9—hand; Row 10—tie; Row 11—lemon; Row 12—ring; Row 13—net; Row 14—glass.

Pre-reading Check 9

Auditory Discrimination—Rhyme. The first two practice items should be done with the children. Say: "Girls and boys, we are going to play another listening game. You will have to listen very carefully to what I am going to say so that you will know what to do. Put your finger on the picture of the book at the top of the page. In the box next to the book, there are pictures of a shoe, a hook, and a jet. Put your finger on each picture. The name of one of these pictures ends with the same sound as book. Listen—book-shoe, book-hook, book-jet. Put your finger under the picture whose name ends with the same sound as book. Your finger should be under the picture of the hook. Hook ends with the same sound as book. Listen, book-hook. Put a circle around the picture of the hook."

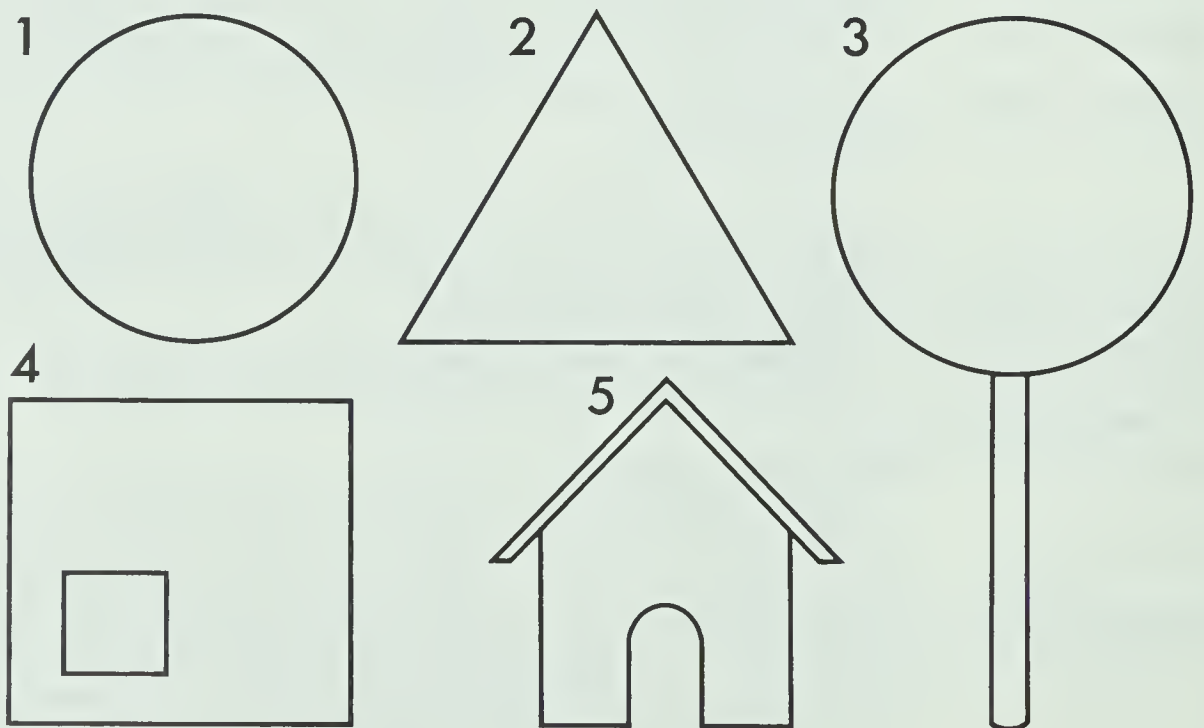
Use the same procedure to complete the second practice item.

Proceed in the same manner with the remaining items. Have the children circle the following pictures: Row 1—mouse; Row 2—coat; Row 3—purse; Row 4—corn; Row 5—cake; Row 6—man.

Record the results on the Pre-reading Scores Record.

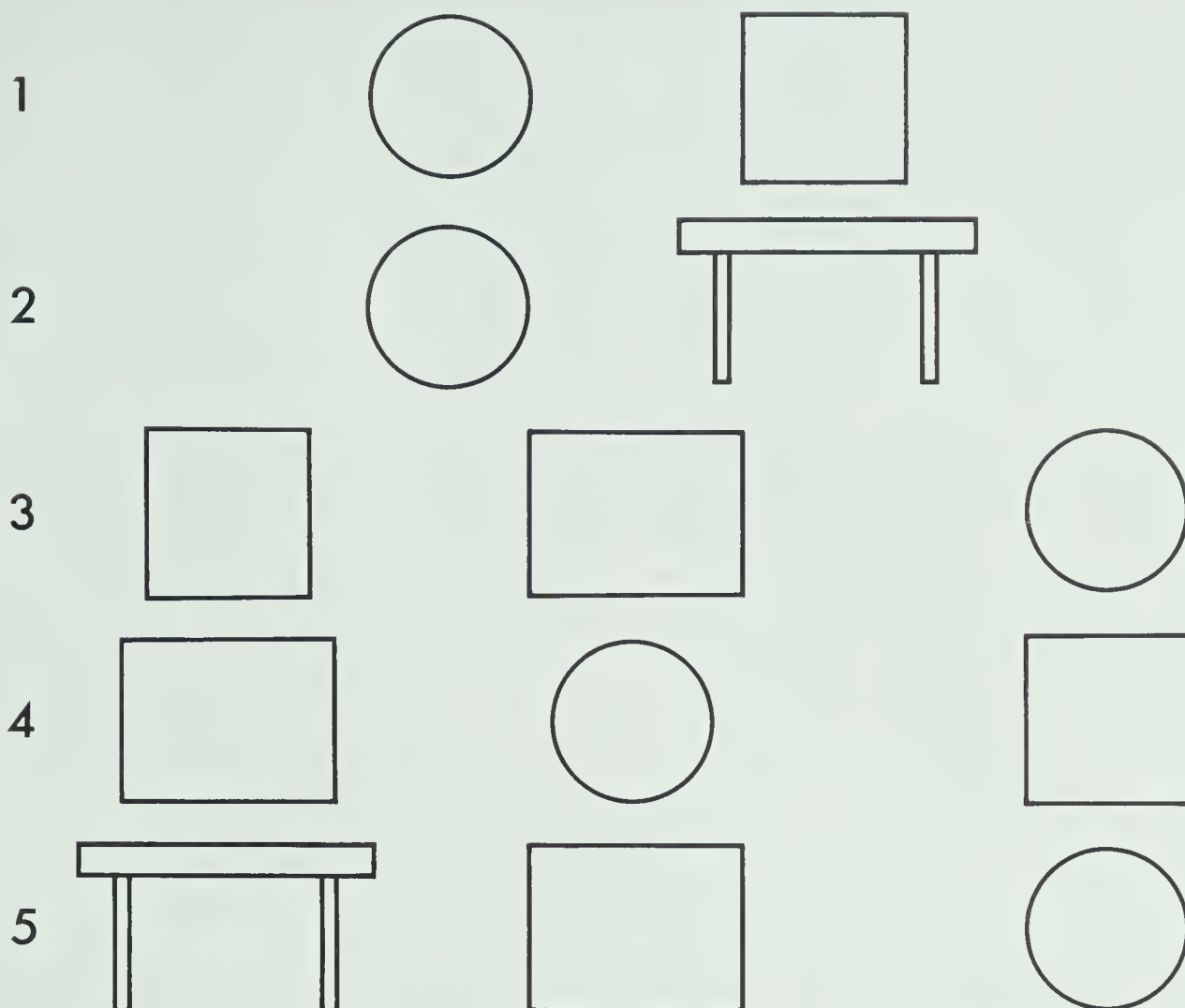
Visual Memory—Picture Reproduction. This test is not in the *Self-Help Activities/Spirit Duplication Masters*. Reproduce the following shapes on large pieces of manilla tag or construction paper. Make sure that the outlines are clear. Distribute sheets of blank paper to the students. Flash one picture at a time. Allow students to study each picture for thirty seconds. Then have the students reproduce the drawing from memory.

Record the results on the Pre-reading Scores Record.



Visual Memory—Sequence. This test is not in the *Self-Help Activities/Spirit Duplication Masters*. Reproduce the following sequences of shapes on large pieces of manilla tag or construction paper. Make sure that the outlines are clear. Distribute sheets of blank paper to the students. Flash one sequence at a time. Allow students to study each sequence for thirty seconds. Then have the students reproduce the sequence from memory.

Record the results on the Pre-reading Scores Record.



Pre-reading Check 10

Word Learning Rate Test. Print the following words on flash cards. Make sure the words are large enough to be seen clearly.

bow-wow

horse

laughed

Tom

grandmother

funny

dog

hello

family

“Teach” these words to the group early in the morning, using a variety of techniques. If possible, show pictures illustrating the words. Match the pictures and words. Discuss the words in context. Keep the children’s attention focused on the words for ten to twelve minutes. Teach no other words during the day. Review these words for five minutes before the end of the morning and, again, during the afternoon for about three minutes. The following morning, take each child aside, show him/her the words on a sheet, and ask him/her to tell you the words. Do not prompt the child, but move ahead fairly rapidly. Count the number of words remembered. This is the child’s daily learning rate.

Draw A Man – Informal Test. This test is not in the *Self-Help Activities/Spirit Duplication Masters*. Ask each child to draw a picture of a man. Do not give the children a picture to copy. The amount of detail included determines the score: give one point for each item drawn—head, body, legs—2, arms—2, fingers, hair, ears, eyes, nose, mouth. A score of 10 points is considered superior; a score of 6 to 7 points, average; a score of below 6, slow to normal.

CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
Listening to and interpreting a poem
Developing powers of observation
Interpreting pictured situation and details
Contributing to an experience chart

Developing Sight Vocabulary

Reading own names
Recognizing new words — *Pat*, *Curt*
*Capitalizing names

Readiness Reinforcement

Recalling concepts of left, right, top, bottom
*Relating concept to reading and writing

Integrative Options

Making name cards, charts, lists, headbands, name tree
Using individual name cards
*Physical Education — developing concepts of laterality and balance
*Environmental Studies — becoming acquainted with the school
*Visual Arts — painting
*Books — looking at and listening to alphabet books, story books

Decoding Skills

*Using context clues — listening to supply final word
*Listening to identify and supply rhyming words
*Listening for initial sounds
*Developing auditory perception of initial phoneme /p/
*Matching definitions and pictures
Discriminating between /p/ and other initial sounds
Listening to note initial sounds in words and names

Language Development

*Recalling and learning more about the alphabet
Using language
*Noting left-right, top-bottom progression
*Capitalizing names of names
*Acquiring sentence awareness

Initial Writing

*Developing facility in oral expression by contributing to an experience chart
*Developing awareness of left-right, top-bottom progression in writing and reading
*Developing awareness that one's own observations can be written down and read back
*Building words, using letter tickets
*Noting left-right progression in words
*Noting importance of correct letter order in words

Seat Work

Mr. Mugs Book: pages 4, 5, 6 — recognizing vocabulary words
page 7 — developing auditory perception of initial /p/
Spirit Duplication Masters/Self-Help Activities
page 1 — auditory discrimination of initial /p/

Alternate Strategies

Recognizing new words *Pat* and *Curt*
Practicing auditory perception of initial phoneme /p/
Listening to perceive rhyme

Literary Appreciation Skills

*Listening to and interpreting a poem
*Listening to supplementary story books
*Listening to nursery rhymes
*Perceiving rhyme
*Composing rhyming couplets
*Noting alliteration used to produce humor

Comprehension:-

Literal Critical Creative

*Noting and recalling details
*Drawing inferences
*Speculating
*Relating to life
*Drawing inferences based on experience
*Using context clues to complete sentences
*Checking pupil-completed sentences for sense
*Matching definitions and pictures

Listening

Listening attentively to participate in discussions
Listening to a poem
Listening to follow oral directions
Listening to supplementary books
Listening to complete and check sentences
Listening to detect rhyming words
Listening to complete rhyming couplets
Listening to identify rhyming words
Listening to detect initial sounds in words
Listening to clues to identify pictures
Listening to note humorous effect
Listening to a chalkboard story



CONCEPT DEVELOPMENT

To the teacher



The picture study and discussions suggested at the beginning of every lesson are a very important part of the reading program and serve many useful purposes. They set the scene for the new words to be presented by creating a situation in which the words can be introduced in a natural and meaningful way. They develop powers of observation and the skill of “reading” pictures — a very necessary skill during the first stages of reading, where pictures have to carry the story line because of limited reading vocabulary and ability. By stimulating the flow of ideas, they develop the pupils’ powers of thought and their effectiveness and fluency in expressing their thoughts. They involve, also, many of the skills of literal, critical, and creative comprehension.

The discussions will provide the teacher with an opportunity to evaluate the abilities of the new pupils at the beginning of the program and to check progress and improvement throughout this level. As the pupils discuss the picture, note their speech patterns, use of English, facility in using language, willingness to respond, and the degree of maturity of their ideas. It is not recommended that any comments be made or corrections suggested until the children feel comfortable and “at home” in the new classroom situation. If errors are pointed out too soon, it might stem the flow of ideas and result in some pupils’ being reluctant to respond for fear of making a mistake.

Objectives

Developing facility in oral expression
 Listening to and interpreting a poem
 Developing powers of observation

Interpreting pictured situation and details
Recognizing words *Pat* and *Curt*
Contributing to an experience chart
Recalling concept of left, right, top, bottom

Materials Needed

Chart 1 or *Mr. Mugs*, page 5
Individual name cards

Introducing the Theme

*Discussing
friends*

Develop with the children a discussion about friends with questions such as the following:
“How do you meet new friends? What do you think a friend is? What do you like to do with your friends?”

“How can you be a good friend? What can you do when you and your friend have a quarrel?”

“Why do you want to have friends?”

*Listening
to a poem*

“Here is a poem about a child who was watching new neighbors move into the house next door. Listen as I read it to you, to see what the child was hoping for.”

A New Friend

They’ve taken in the furniture;
I’ve watched them carefully.
I wondered, “Will there be a child
Just right to play with me?”

So I peeked through the garden fence.
I couldn’t wait to see.
I found the little boy next door
Was peeking back at me!

Marjorie Allen Anderson

*Recalling
details*

“What was the child hoping for?”

“Why did he or she peek through the fence?”

*Drawing
inferences*

“Why was the little boy next door peeking through the fence too? What do you think he was hoping for?”

Speculating

“Do you think these children might become friends? Why, or why not?”

Presenting the Chart

*Discussing
Chart 1*

Tell the children that they are going to meet two more new friends. Ask them if they want the new friends to be boys or girls.

Present the chart and ask:

*Drawing
inferences*

“Which of the children in the picture are the new friends? Why do you think so?”

“Who got their wish about a boy friend? Who got their wish about a girl friend?”

“The children are coming home from school. What time of day do you think it is?”

“What are people doing in the picture?”

*Noting details
Relating to life
Using powers
of observation*

“What places can you see in the picture that you know about? Tell us about them.”

“Where is the bank? Where is the restaurant? Where is the mailbox?”

“Where would you go to buy fruit?”

“What is the sign on the bus about?”

“Where is the one-way street? How do you know it is one-way?”

“Is the street the children are walking along a main street? Why do you think so?”

Noting details

“What are the children carrying?”

*Drawing
inferences*

“Somehow I think these children are friends. How do you think I know?”

“Tell us everything you can about these children.”

Presenting the New Words

New Words

Pat Curt

Recognizing
own names
and initial
letters

Print each child's name on a card. Line these name cards up on the chalk ledge and invite each child in turn to come up, find his or her name card, hold it up, tell his or her name, and say the letter with which it begins; for example:

My name is Melissa. It begins with *m*.



Speculating

When this has been done, direct attention to the picture chart again, and say: "Now let's find out the names of the two children in the picture. What do you think their names might be?"

Meeting the
new words

Allow time for speculation about the names, then tell the group:

"The little girl's name is Pat, and the boy's name is Curt."

Print the names on the board. Pronounce each name as you print it. Have the children identify each name and match it to the person in the picture.

Put a green dot at the beginning of each word on the board, to show where the word begins. Point to the first letter of *Pat* and ask,

"Can anyone tell us whether this is a capital letter or a small letter? Yes, it is a capital letter. When we write the names of people we always put a capital letter at the beginning."

Point to the first letter of *Curt*. "See, *Curt* begins with a capital letter too, because it is a name."

Point to the capital *P* in *Pat* again, and ask:

"Does anyone here have a name that begins like this? Stand up and tell us your name."

As each name is given, print it on the board under *Pat*. Do the same with names beginning like *Curt*.

Point to the name *Pat* again and call upon a pupil to read it. Continue pointing to *Pat* or *Curt* until each child has had a turn. Vary the order, sometimes pointing to the same name two or three times in a row, so that the children will not be able to anticipate which name is required each time.

Word recognition practice is provided on pages 4, 5, and 6 of the *Mr. Mugs Book*. See under "Seat Work," on pages 15-16.

For children who need still more practice in recognition see "Alternate Strategies" — page 16, "Configuration"; page 16, "Tracing Words"; and pages 16-17, "Jig Saw Word-Puzzle Game."

Further Discussion Related to Chart Theme

Direct attention to the picture chart again.

Inference

"Very often our friends live in the same neighborhood as we do. Do you think Pat and Curt might be neighbors? Why do you think so?" (They are walking home from school together.)

Relating personal experiences
Contributing to an experience chart

“Do you have friends in your neighborhood? Tell us something about them.”
Record some of the children’s responses on the chalkboard in an experience chart, as suggested on pages 14-15 under the “Initial Writing” strand.

Readiness Reinforcement

Concepts

left right top bottom

Recognizing own left and right sides

“Let’s have some fun with left and right. Everybody stand up.”
Stand with your back to the children and say,
“I raise my right hand.” Do so.
“Let’s all raise our right hands.”
“I raise my left hand.” Do so.
“Let’s all raise our left hands.”

Repeat several times, waving, making a circle, etc., with each hand and having the children do it too. Vary the order of left and right, so that the children’s actions will not become automatic.

“Now, let me see you do it.”
Face the group and say:
“Raise your right hand.
“Wave with your left hand.
“Touch your left ear.
“Point to your right eye.
“Tap your right toe once.
“Tap your left toe twice.”

Continue until you feel the pupils have recalled or grasped the concept of left and right. Plan to repeat this type of activity frequently, since the left-right concept is difficult for most children to master.

Recognizing left and right sides and top and bottom of chart picture

“Knowing left and right and top and bottom can help us find things in pictures.”
Direct attention to the chart picture, and point out the left side, the right side, the top, and the bottom. Remember that the left and right sides of the picture will be the children’s left and right as they face the picture.

“Where are the birds in this picture?”
“Name the things you see at the top of the picture.”
“Name the things you see at the bottom of the picture.”
“Where is the yellow car?”
“Where are the small trees?”
“On which side of the picture is the bank?”
“On which side of the picture is the man mailing a letter?”

Relating to reading and writing

“Knowing which side is left and which side is right is very important. When we read or write, we begin at the left and go to the right.
“When we read or write, we go from the top line on the page towards the bottom.”

INTEGRATIVE OPTIONS

Names

Making Name Cards. Some pupils may enjoy making name cards like the one below. Allow the pupils to print their names if they can do so. If not, let them print as much as they can — probably the first letter — and finish it for them, or print the whole name where necessary.



Making a Big Class Chart. A big chart with names, addresses, and telephone numbers will arouse interest.

Charting Names Beginning Like Pat and Curt. If you have youngsters in the class with names beginning like *Pat* or *Curt*, a name chart like this might be worthwhile.

Pat
Penny
Peter
Paul



Making Headbands. Headbands are also fun. Cut strips of construction paper approximately 3" × 18" (long enough to go around the pupils' heads). Have the pupils print their names on the headbands, decorate them with designs, and staple them together.

Making a Name Tree. Select a small dead tree branch. Skim over it with white paint for extra effect. "Plant" it in a 48 oz. juice can, in plaster of Paris or sufficient plasticene to hold it upright.

Cut cards 4" × 6". Have the pupils draw their face on one side and record their name on the other.

Provide a single-hole punch and wool or string. Let the pupils punch a hole in their card and thread a loop of wool or string through it for a hanger. The cards may then be hung on the tree.

These tags may also be worn by looping them over buttons or, if the strings are long enough, hanging around the neck.

Using Individual Name Cards. Other uses for the individual name cards are:

- a. For attendance
- b. For lining up
- c. For playing "I Spy"
- d. For recognizing one another's names. The cards are placed face down. The children take turns picking up a card, reading the name on it, and saying "I have John's name," "I have Marie's name," etc.

Developing the Concept of Laterality and Balance. 1. Indicate a target and provide opportunities for the children to turn, creep, run, jump, and crawl to the target.

2. Ask the children to stand, and direct them as follows:

- a. Move your right hand.
- b. Move your left hand.
- c. Move your right foot.
- d. Move your left foot.

Repeat, having the children follow the same directions with their eyes closed.

Learning about the School. This might be an appropriate time to begin a theme about the school. Suggested pupil activities are:

- a. Explore school areas — gym, nurse's room, principal's office, other classrooms, etc.
- b. Interview school personnel.

Painting. Let the pupils paint pictures of some aspect of the environmental studies theme, and print a title or message, dictated by the "artist," to be attached to each picture. Attaching a printed message under the child's painting is a much better idea than printing across the pupil's effort. The latter disfigures the art work and intrudes upon the integrity of the idea depicted.

*Physical
Education*

*Environmental
Studies:
the School*

Visual Arts

Alphabet Books

Books for Learning Our Letters.

The following alphabet books may be useful in connection with the review and reinforcement of the alphabet suggested in "Language Development" on pages 12-13.

Anno's Alphabet, by Mitsumasa Anno. T. Y. Crowell.

An exceptionally beautiful alphabet book.

Sonia Delaunay Alphabet, by Sonia Delaunay. T. Y. Crowell.

An excellent alphabet book.

26 Letters, by Nancy Coner. Lion Press.

An alphabet book that concentrates on the shape of letters by illustrating the relationship between the block letters and the basic geometric shapes.

Story Books

Books for Listening and Looking

The New Teacher, by Miriam Cohen. Macmillan, N.Y.

The children wonder what the new teacher will be like.

David McCheever's 29 Dogs, by Margaret Holt. Houghton, Mifflin.

David, who has just moved to a new town, makes friends in an unusual way. The bag in which he is bringing meat home from the store breaks, and he acquires a following of 29 dogs, forming a parade which catches everyone's eye.

Will You Be My Friend? by Chihira Iwasaki. McGraw-Hill.

A little girl hopes people moving in next door will have a little girl. Instead, they have a little boy who scorns girls, and a dog that chases the little girl's cat. However, they all become friends in the end.

The Cat & the Mouse & the Mouse & the Cat, by Kathy Mandry. Pantheon.

A cat and a mouse defy traditional enmity and become friends.

The Twenty-Five Cent Friend, by Peggy Mann. Coward, McCann & Geohegan.

A little boy learns that you can't buy friends.

New Neighbors, by Ray Prather. McGraw-Hill.

A boy's attempt to make friends in a new neighborhood.

It's Nice to Have a Special Friend, by Carol Woodward. Fortress Press.

Two boys, a dog, and a kitten do many things together.

Some Films to Watch

Alphabet. 7 mins., b&w. NFB.

Mr. Moto Takes a Walk. 14 mins., color. MMP. (Alphabet zoo)

Skipper Learns a Lesson. 10 mins., color. EBF. (Making friends)

What is a Friend? 4 mins., color. EBF.

DECODING SKILLS

Objectives

Using context clues

Identifying rhyming words;

Developing auditory perception of initial phoneme /p/

Materials Needed

"P" Box. Place in a shoe box nine objects, the names of six beginning with *p*, the names of three beginning with other consonants; for example, a pencil, a pen, a pin, a piece of paper, a purse, a penny; a top, a ruler, a toy car. Encourage the children to bring in additional objects.

Similar boxes will be needed for lessons on auditory perception of initial sounds represented by *c*, *m*, *d*, *f*, *s*, *h*. Suggestions for contents will be given in the respective lesson plans.

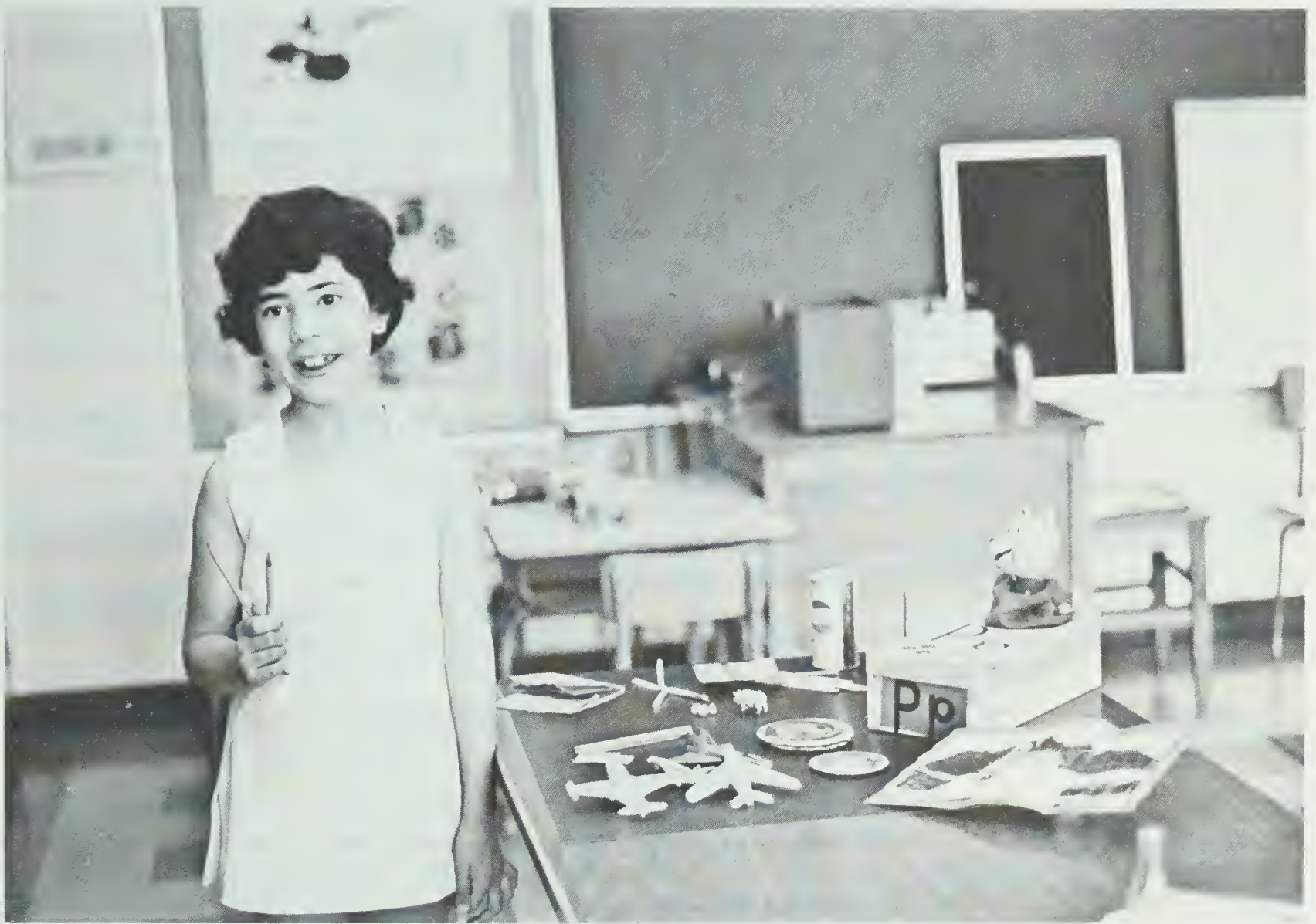


Chart 2, the phonemic chart for initial /p/
 Cutout of Pat
 Flannel Board
 Pictures of objects whose names begin with *p*

Word Meaning

*Using
context clues*

Read the following to the pupils, ending with a “cut-short,” unfinished inflection of the voice to indicate that something is missing:

Yesterday when I was in the park I saw a _____.

“Who can tell me something I might have seen? Remember, it must make sense.”

When various words have been suggested, repeat the sentence using each word or phrase in turn, as the children listen to make sure it makes sense.

Continue in the same way with:

On the way to school this morning I saw a _____.

My favorite fruit is _____.

Last night for supper I had _____.

I wish I had a _____.

Perceiving Rhyme

Recalling or
learning about
rhyming words

It may be that, with so much emphasis on listening for beginning sounds, some children may have developed the idea that words are only alike if they begin alike.

Explain that short rhyming words do *not* have the same sound at the beginning, but the rest of each word sounds exactly the same. Demonstrate as follows:

"Listen to these two words — *Pat*, *cat*. Do they sound the same at the beginning?" (No)

"Listen again — *Pat*, *cat*. Do the rest of *Pat* and *cat* sound exactly the same?" (Yes)

"Yes, *Pat* and *cat* are rhyming words. They do *not* sound alike at the beginning, but the rest of each word sounds exactly the same."

Follow the same procedure with *Pat* and *rat*, *Pat* and *mat*.

"Remember, rhyming words are words that sound alike in the last part. When you are listening for rhyming words, always be sure to listen to the *whole* word, not just the sound at the beginning.

"Now, let's try finding rhyming words. Listen as I recite "Little Boy Blue," to notice the words that rhyme. Remember, listen to the whole words."

Recite "Little Boy Blue," or another nursery rhyme, as the children listen for the words that rhyme. Recite the rhyme again, having the children chime in on the rhyming words.

Repeat, using nursery rhymes such as "A diller, a dollar," "There was an old woman who lived in a shoe," "Hark, hark! The dogs do bark," etc.

Pronounce groups of three words and have the pupils select the two that rhyme; for example:

pat	walk	boy
hat	fun	milk
pink	run	joy

Supplying
rhyming words

Say the following couplets and have the pupils supply the rhyming words:

See the clown	Come and run.	My new sled
Go up and _____.	Let's have some _____.	Is painted _____.

Composing
rhyming couplets

Let the children try making up rhyming couplets of their own. Do not worry if their efforts do not follow rhythmic pattern; the important thing is that their end-of-line words rhyme.

For those pupils who have difficulty in perceiving rhyme, see "Alternate Strategies" — page 19, "Recognizing rhyming words."

Phonemic Analysis

Developing
auditory
perception of
phoneme /p/
Key word
"Pat"

A reminder to the teacher: a *phoneme* is a language sound, which we indicate as /p/. A *grapheme* is a letter used to represent a sound, which we indicate as **p** and **P**.

Working with
the "P" Box

Place the "P" Box on your desk or on a table.

"There are some interesting things in this box. Let's find out what they are.

"Joe, will you come and take one thing out of the box? What is it?"

"That's right. It's a pencil. Hold it up so that everyone can see it. What is it again? Put it down beside the box.

"I wonder what else is in the box? Marie, will you come and take something else out?"

Continue in the same manner until all the items are out of the box.

"Do you remember the name of the little girl in the picture? Yes, her name is Pat.

"Listen carefully as I say her name — *Pat*. Listen again, for the very first sound you hear at the beginning of her name — *Pat*.

"Watch what I do with my lips as I begin to say *Pat* — *Pat*.

"Now you say *Pat*. Remember to do the same thing with your lips as I did. Hold your hand up in front of your mouth. Say *Pat* again. Do you feel the breath blow out hard on your hand when you say *Pat*? Say it again — *Pat*."

"Let's try some other words that begin like *Pat*. Say *Peter* — *pumpkin* — *party* — *pill* — *pan*. Did you press your lips together when you began to say these words? Did you feel your breath blow out hard on your hand?"

Hold up three objects from the “P” Box — pen, purse, penny — and have the children name them. Say the names again.

“What do you notice about these words? Listen again.”

This time say Pat’s name first: “*Pat, pen, purse, penny.* Now do you notice something about the words? Yes, they all begin like *Pat.*”

Put the items back on the desk. Separate them so that they are not all in one place.

“Tony, will you come and pick up one of the things on the desk? What is it? Yes, it’s a pin. Does *pin* begin like *Pat*? Everyone, does *pin* begin like *Pat*?”

“Yes, *pin* begins like *Pat*. Put the pin down on the other side of the box, Tony.

“Karen, will you come and pick up one of the things? What is it? Yes, it’s a ruler. Does *ruler* begin like *Pat*? Everyone, does *ruler* begin like *Pat*?”

“No, *ruler* doesn’t begin like *Pat*. Put the ruler in the box, Karen.”

Continue in the same manner until all the “p” items are on the desk and the others are in the box. Then pick up each item on the desk in turn. Say its name and have the pupils confirm that its name begins like *Pat*. Then put it in the box.

Matching
definitions
and pictures

Display Chart 2, the phonemic chart for /p/.

“Whose picture do you see in the middle of this chart? Yes, it’s a picture of Pat.

“Angelo, can you find the picture of something we have fun with on Halloween? Come and point to it. What is it?”

“Yes, it’s a pumpkin.

“Janet, can you find the picture of an animal that went to market when it was little? Come and point to it. What is it?”

“Yes, it’s a piggy. But it’s all grown up now, so I think we’d better just call it a pig, don’t you?”

Continue in the same manner, using the following definitions:

- ... a picture of something we write with.
- ... a picture of a black and white bird.
- ... a picture of something good to eat.
- ... a picture of something a man smokes.



... a picture of a man who helps us.
... a picture of a kind of doll we can have fun with.

When the pictures have all been identified in response to the definitions, point to each picture in turn and ask:

"Yvonne, what is the name of this picture? Yes, it's a penguin. Does *penguin* begin like *Pat*?" Etc.

When all the pictures have been named, say all the names again, and lead the pupils to conclude that the names of all the pictures on the chart begin like *Pat*.

Put a cutout of Pat on the flannel board. On a table nearby have several pictures of objects whose names begin with /p/ and a few whose names do not. Have the pupils name each pictured object and decide whether or not its name begins like *Pat*. If it does, the picture may be placed on the flannel board.

Say the words *Pat*, *pie*, *pillow*, and ask, "What do you hear that is the same in these words?" Work in the same manner until you are sure the initial sound similarity is perceived.

If there are children in the group whose names begin with /p/, ask all those whose names begin like *Pat* to stand up. Let each child say her or his name, as the others listen to see if it really does begin like *Pat*. Have the pupils suggest other names that begin like *Pat*.

Say the following sentences and have the pupils pick out the words that begin like *Pat*.

Peter ate a piece of pumpkin pie.
Penny plays in the park with her pals.
Please put pineapple jam on my toast.
I'll pull the wagon and you push.

Tell the pupils that you are going to recite a verse, and ask them to listen carefully to find out what is funny about it.

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

After you have finished, let the pupils tell you what was funny about it. Accept all responses, such as "It's silly," "It sounds silly," etc., and work with the idea until you elicit something like, "A lot of words begin like *Pat*." Agree with the pupils that when a lot of words begin with the same sound, a verse does sound funny. Recite the verse again, letting the pupils chime in on the parts they know.

Tell the pupils you are going to recite another verse in which there are some words which begin like *Pat*. Ask them to listen for those words.

Peter, Peter, Pumpkin Eater,
Had a wife and couldn't keep her;
Put her in a pumpkin shell,
And there he kept her very well.

Additional practice in the auditory perception of /p/ is provided in the *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See under "Seat Work," pages 15-16.

For those children who need more practice, see "Alternate Strategies" —

"P" Picker, page 17, *Mr. Mugs Games: Purple Pumpkin Patch*, pages 17-18; *Listen!*, page 18; and *Does It Begin Like Pat?* pages 18-19.

Discriminating
between /p/ and
other initial
sounds

Listening to
note initial
sounds in words

Listening to
note initial
sounds in
pupils' names

Listening to
detect words
beginning
like Pat

Having fun
with rhymes

LANGUAGE DEVELOPMENT

Note. Since the skills belonging to this strand are interspersed throughout the whole lesson plan, many of the items appearing in this section will simply point out where they occur.

Objectives

Recalling and learning more about the alphabet

Materials Needed

A set of alphabet cards
Individual name cards

Note. The alphabet cards should not be too high up. It is difficult for the children to focus on them if they are. Try to have your alphabet low enough at least for the children to be able to point to the letters with a pointer.

Reviewing the Alphabet

To the teacher

Knowledge of the alphabet facilitates the whole language arts program. Many otherwise difficult problems can be solved if the children can identify letters by name.

It is assumed that every child will come to this program with some knowledge of the alphabet. Check to be sure that this is so. If there are any children who do not know the alphabet, plan to group them together and work with them every day, meanwhile letting them carry on with the program.

It may well be that many of the children will be familiar with the letters of the alphabet in capital-letter form only. For this reason many exercises are included in this guide-book on recognizing and matching capital and small-letter forms.

There will also likely be some children who have learned the alphabet by rote and can recite it with ease, but have difficulty recognizing letters in isolation and cannot locate a specific letter in the alphabet without starting from the beginning. Give these children practice in recognizing and locating individual letters. Work with them, using no more than three letters at a time, in random order; for example, *n*, *b*, *w*.

Let the children sing the alphabet song, to the tune of "Twinkle, Twinkle, Little Star."

Singing

the alphabet song

A, B, C, D, E, F, G,
H, I, J, K, L-M-N-O-P,
Q, R, S, T, U, and V,
W, X, Y, and Z.
Happy, happy now are we,
We can say our A, B, C.

As the children sing, point to the capital letters. Repeat, pointing to the small letters.

"Think of all the words there are in a newspaper. All those words and many, many more, are made up of these letters of the alphabet. In fact, all the words we use are made up of those twenty-six letters."

Demonstrate by printing *Pat* on the chalkboard. Pronounce the name, then say,

"Now, let's find the letters that make up *Pat* in the alphabet."

Point to the letter *P*. "We'll start with this letter, because the first letter of all words is the one on the left-hand side. This letter is capital *P* — we always begin the names of people with capital letters. Let's see if this letter is in the alphabet."

Point to the capital *P* on the alphabet cards. "Yes, here it is."

Repeat with *a* and *t*. "All the letters in *Pat* are in the alphabet."

"Now let's see if the letters of our own names are in the alphabet."

Have the children print their names. If any are unable to do so, print the names for them, or give them their name cards. Select two or three of the names, and locate the letters on the alphabet cards. Encourage the other children to try to find some of the letters in their names on the alphabet cards. Help those who are not familiar with the alphabet.

Conclude the lesson with the generalization, "All the names and words we use are made up of the letters of the alphabet."

Skills Involved in Other Strands of the Lesson Plan

Using language

In "Concept Development," it is suggested that the teacher note the children's speech patterns, their facility in using language, and their willingness to respond.

*Noting left-right
progression*

The concept of left and right is reviewed in "Concept Development: Readiness Reinforcement," and is applied to words in the alphabet review above and in "Initial Writing" in connection with building the experience chart and building words.

Capitalizing
names

Acquiring
sentence awareness

This is mentioned in "Concept Development: Presenting the New Words," in "Integrative Options: Composing Name Charts," and in the alphabet review above.

This is involved, through voice intonation, in "Decoding Skills: Using context clues."

INITIAL WRITING

To the teacher

One of the objectives of an integrated language program is to develop in the children the ability to express themselves clearly and creatively in writing. Although some time must elapse and many skills must be mastered before the children can start to work towards this objective on their own, Level One is not too early to introduce awareness of the objective and to begin learning the skills that will lead towards it. To this end, the Initial Writing strand contains three sub-strands:

1. Chalkboard experience charts and individual story dictation (*Writing My Own Reader*).
2. Building words, using letter tickets, and building sentences, using word cards.
3. Commencing in Lesson 7, learning to print.

Note. To see the integration of this strand with the total language program, see the diagram on page viii.

Objectives

Developing facility in oral expression

Developing awareness of left-right, top-bottom progression in writing and reading

Developing awareness that child's own observations can be written down and read back

Building words, using letter tickets

Noting importance of correct letter order in words

Materials Needed

Individual Word Banks (See below)

Pocket chart

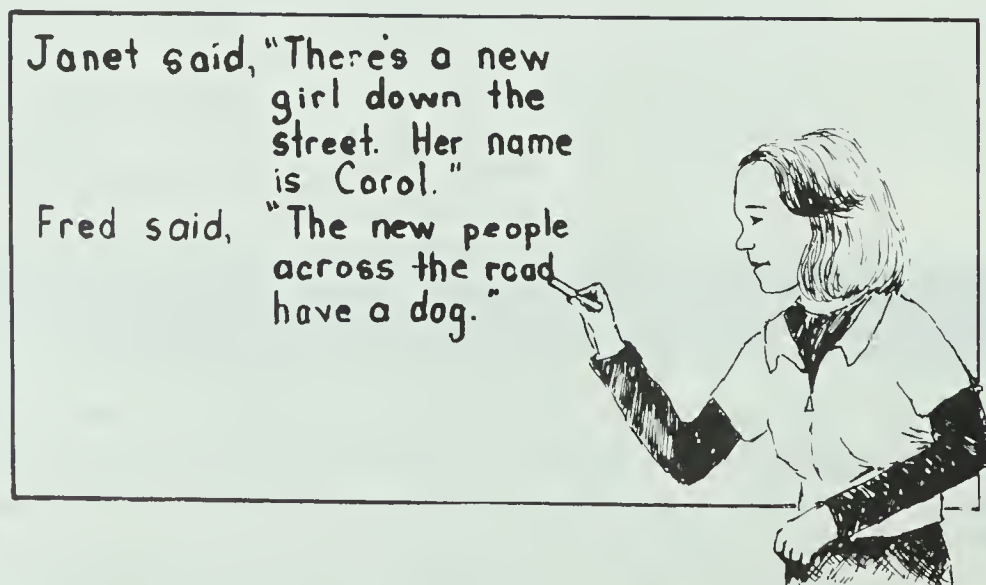
Letter tickets for P a t and C u r t

Word card for Pat

Chalkboard Experience Chart

This first chalkboard experience chart is to be done during the discussion of friends, on page 6.

Helping to
build an
experience
chart



As the children discuss friends, record some of their observations on the chalkboard. Be certain to use the pupils' exact words; any attempt to manipulate or structure the language will defeat the purpose.

Stand well to one side so that the children can see what you are doing, and say each word as you print it.

As you go along, point out to the children that you start at the left and go to the right. When you come to the end of a line, point out that the next line goes under the first line, and that it, too, starts at the left and goes to the right. "When we write or read a story, we start at the left and go to the right, and we start with the top line and go to the bottom line."

When you have finished printing the chart, read it back to the children. As you read, sweep your hand from left to right under each line.

Such a chart is invaluable in proving to the children that their ideas have merit, and that what they say can be written down and read back. Do not expect the pupils to read the chart. That is not its purpose.

Building Words

To the Teacher

During the Level One program (the chart stage), thirty-three new words are introduced to the children. When this activity of building the new words, using letter tickets (and, later, building sentences, using word cards,) is begun in each lesson, give the pupils the letter tickets and/or word cards for the new words presented in the lesson.

Each pupil will need a large container — a "word bank" for the word cards. Letter tickets may be stored in the same container, enclosed in an envelope to keep them separate.

Shoe boxes, or boxes of similar size, make good word banks. Print each child's name on his or her box, and decorate the boxes with fancy paper (wall paper is good for this). Covering with *Takibak* or some other protective covering, will help to keep the boxes from becoming worn and shabby. These boxes should be kept on shelves or in any convenient storage area.

Doing the Activity

In the pocket chart or on the chalkboard ledge, build up the following words, one at a time, using letter tickets. Put a card with a green dot on it at the beginning, to show where each word starts, and remark as you build each word that when we build or write words, we start at the left, where the green dot is, and go to the right.

• P a t

• C u r t

Allow several youngsters to repeat this activity. Stress the need to arrange the letters in the exact order in which they appear in the word. To demonstrate, take the word *Pat* apart. Show the word card for *Pat* and rebuild the word in the pocket chart, pointing out that the letters are arranged in exactly the same order as on the word card.

"Unless the letters are in the right order, they do not make the word."

Hand out the seven letter tickets needed to make the words *Pat* and *Curt*. Using the teacher's model as a guide, have the children build up the words on their desks and then read them. Remind them to start where the green dot is on the model and go to the right each time. Have them check their completed words to be sure all the letters are in the right order.

When the activity is finished, have the pupils put their letter tickets into the envelope in their word banks and put the word banks on the shelf. Check the floor and desks for stray tickets.

SEAT WORK

Mr. Mugs Book

Page 4. Word Recognition. Drawing lines from words to the correct pictures.

Page 5. Word Recognition. Drawing a picture to illustrate the name *Pat*.

Page 6. Word Recognition. Drawing a picture to illustrate the name *Curt*.

Page 7. Auditory Discrimination of Initial Phoneme /p/. Coloring pictures of objects whose names begin with the same sound as word *Pat*.

Spirit Duplication Masters/Self-Help Activities

Page 1. Auditory Discrimination of Initial Phoneme /p/. Coloring pictures of objects whose names begin with the same sound as word *Pat*.

ALTERNATE STRATEGIES

Objectives

Recognizing the vocabulary words *Pat* and *Curt*
Practicing auditory perception of initial /p/
Perceiving rhyme

Word
Recognition

Configuration

Objective

Noting the shapes of *Pat* and *Curt*

Materials Needed

A sheet of paper for each pupil on which the words *Pat* and *Curt* are printed

Procedure

Distribute the sheets of paper with the words *Pat* and *Curt* printed on them. Have the pupils put a "frame" around each of the words. This will not only help them to perceive the general shape of each word, but will also contribute to the concept of a word as a unit.



Word
Recognition

Tracing Words

Objective

Recognizing vocabulary words *Pat* and *Curt*

Materials Needed

Word cards for *Pat* and *Curt*

Procedure

Have the children take the word cards for *Pat* and *Curt* from their word banks and place them face up on the table. Hold up the word card for *Pat* and trace the letters with your forefinger. Ask the pupils to trace the word *Pat* on their word cards.

Repeat with the word card for *Curt*.

Have the pupils trace the two words several times. Then ask them to put the cards back in their word banks and return the word banks to the shelf.

Word
Recognition

Jig Saw Word-Puzzle Game

Objective

Recognizing vocabulary words *Pat* and *Curt*



Materials Needed

Large cutouts of the words *Pat* and *Curt*
Scissors
Crayons

Procedure

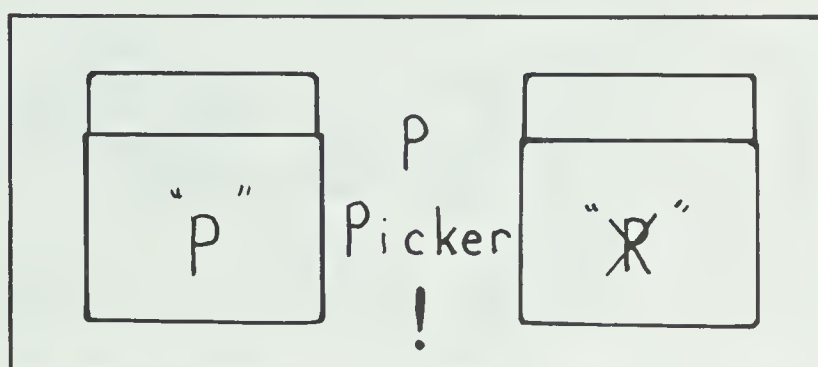
Make large cutout forms of the words *Pat* and *Curt*.

P a t C u r t

Ask the pupils to trace the forms, color them, cut them into pieces, and shuffle them around so that they are completely mixed up. Then have the pupils re-assemble the words, in the manner of a jig saw puzzle.

Decoding
Skills:
Phonemic
Analysis

"P" Picker



Objective

Practicing auditory perception of initial /p/

Materials Needed

A board with two pockets, one with "P" on it, the other with "P" crossed out
A set of picture cards, some with pictures whose names begin with *p* and some with pictures whose names begin with other consonants

Procedure

The pupil puts all the cards face up on the table and pronounces the name of each picture softly. If the name begins like *Pat*, the card goes into the pocket labeled "P". If the name does not begin like *Pat*, the card goes into the envelope with the crossed-out "P" on it.

Decoding
Skills:
Phonemic
Analysis

Purple Pumpkin Patch Game

(Mr. Mugs Games)

Objective

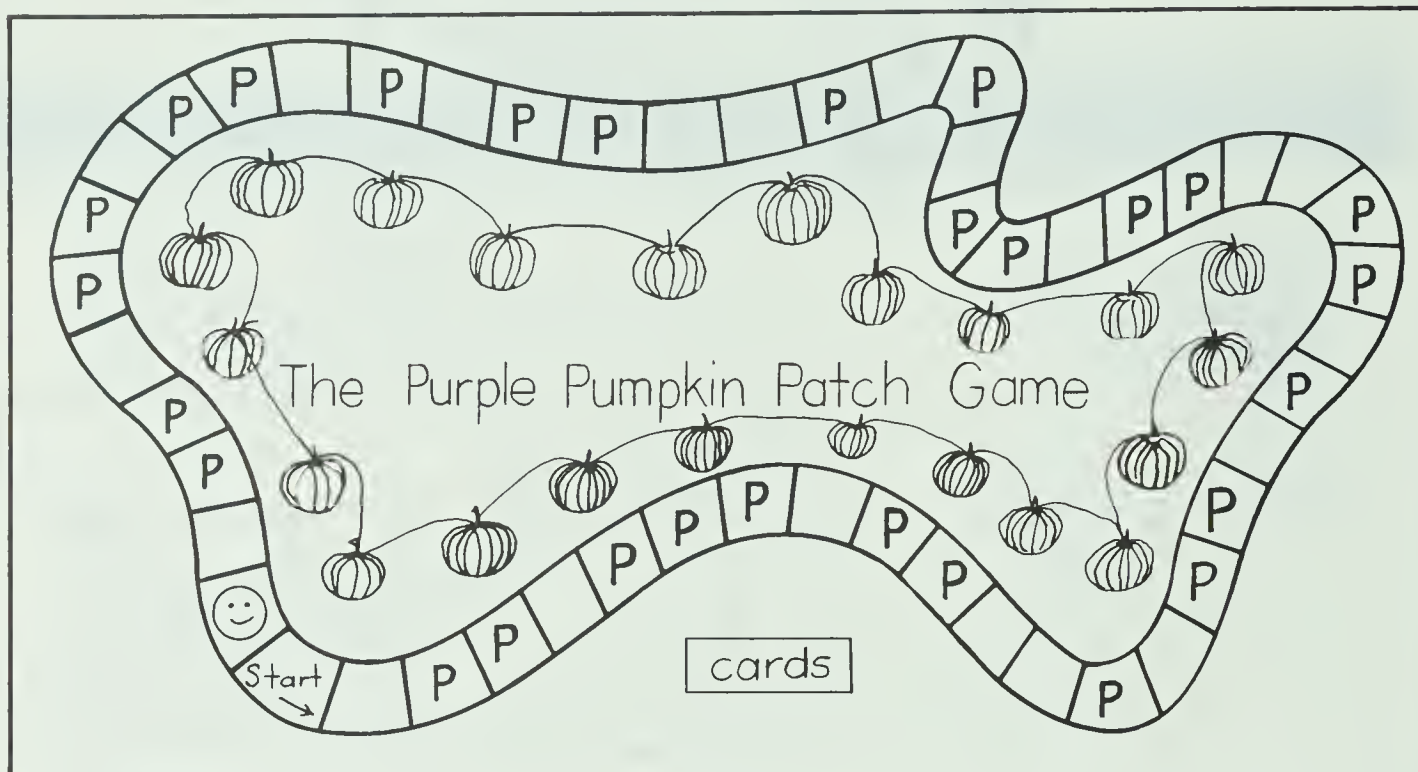
Practicing auditory perception of initial /p/

Players

Two to four players

Materials Needed

- 1 Purple Pumpkin Patch board
- 1 set of cards with 30 pictures on them, 24 pictures should begin with p and 6 pictures should begin with other consonants
- 1 die marked 1-6
- 1 marker per player



Procedure

Place the cards face down on the space marked "Cards." The pupils roll the die in turn and move their markers the number of spaces indicated. If a player's marker lands on a space marked with a pumpkin, he or she draws a card from the top of the pile and decides whether or not the pictured object begins like *Pat*. If it does, the player may keep the card. If it does not, the card is placed at the bottom of the pile.

When all the players have reached the end of the board, have the children count the number of cards they have accumulated. The one with the most cards wins the game.

Decoding
Skills:
Phonemic
Analysis

Listen!

Objective

Practicing auditory perception of initial /p/

Procedure

If some pupils are having difficulty in detecting initial /p/, give them additional practice in listening for the sound by repeating pairs of words and having them decide whether or not the second word begins like *Pat*; for example:

Pat — pink
Pat — pal

Pat — that
Pat — dark

Decoding
Skills:
Phonemic
Analysis

Does It Begin Like *Pat*?

Objective

Practicing auditory perception of initial /p/

Materials Needed

Several pictures, some of objects beginning with *p* and some of objects beginning with other consonants

An envelope for each pupil

Procedure

Give the pupils a number of pictures and have them decide whether or not the names of the pictured objects begin like *Pat*. If the name of a picture does not begin like *Pat*, it is to be put into the envelope. When each pupil is finished, have him or her pronounce the name of each picture not in the envelope, to be sure that they all begin like *Pat*.

Decoding
Skills:
Perceiving
Rhyme

Recognizing Rhyming Words

Objective

Perceiving rhyme

Procedure

The lesson on perceiving rhyme may have revealed that some children are having difficulty in this area. Work with these children on a simpler level.

Explain again that short rhyming words do not have the same sound at the beginning, but the rest of each word sounds exactly the same. Demonstrate as follows:

“Listen to these two words — *Pat*, *hat*. Do they have the same sound at the beginning?”
(No)

“Listen again — *Pat*, *hat*. Does the rest of *Pat* sound exactly the same as the rest of *hat*?”
(Yes)

“Yes, *Pat* and *hat* are rhyming words. They do *not* sound alike at the beginning, but the rest of each word sounds exactly the same.” Follow the same procedure with *Pat* and *fat*, *Pat* and *sat*, *Pat* and *tat*. Stress the fact that it is necessary to listen to the *whole* word when listening for rhyme.

Present pairs of words and have the children listen to see if they rhyme. Start with completely dissimilar words, such as *Pat* and *toy*, *Pat* and *desk*. Progress to words that are more similar, such as *Pat* and *pack*, *Pat* and *past*. Arrive finally at words that do rhyme with *Pat*.

Work with other rhyming parts in the same way, using such words as:

pit	peg	hot	cut	boy	down
lit	beg	cot	rut	toy	town
sit	leg	pot	but	joy	brown

When the children are successful at determining whether or not two words rhyme, give them practice at picking the two rhyming words in groups of three words. As soon as you think the pupils are ready, recite nursery rhymes and have the pupils note the rhyming words. Start with the rhymes already used in the lesson on page 10, then use two or three new rhymes, such as “Hippety hop to the barber shop,” “Jack be nimble,” and “Higgledy, piggledy, my black hen.”

CONCEPT DEVELOPMENT

Developing The Theme

- Developing facility in oral expression
- Developing powers of observation
- Interpreting pictured situation and details
- *Listening to a poem to compare ideas

Developing Sight Vocabulary

- Recognizing new words—*Mommy, Daddy*
- Understanding left-right progression in words
- Capitalizing of names
- Reading new words
- Playing "Bring Me"

Readiness Reinforcement

- Recalling concepts *first, last, next, today, tomorrow, yesterday, weekend, days of the week*
- *Capitalizing names of days of the week
- *Keeping a daily record of day and date

Integrative Options

- Visual Arts—painting
- Physical Education—developing laterality and balance
- *Sensory Perception—listening to sounds
- *Interest Center—beginning a sound center
- *Music—integrating sound and symbols; developing fluency
- Books—looking at and listening to story books, informational books

Decoding Skills

- Using context clues—listening to supply final word
- Listening to identify rhyming words
- Suggesting rhyming words
- Listening for initial sounds
- *Developing auditory perception of initial phoneme /k/ (consonant c)
- Matching definitions and pictures
- Listening to note initial sounds in names and words

Language Development

- *Noting words as units
- *Matching capitals and small letters
- Using language
- Noting and using left-right progression
- Capitalizing names
- *Acquiring awareness of punctuation—capitals and periods in sentences
- Acquiring sentence awareness

Initial Writing

- *Beginning individual story dictation
- Developing facility in oral expression
- Developing awareness of left-right, top-bottom progression
- Developing awareness of capitalization and punctuation
- *Developing awareness of table of contents
- Building words
- Noting left-right progression in words
- Noting letter order in words

Seat Work

- Mr. Mugs Book*: pages 8, 9, 11—recognizing vocabulary words
- page 13—practicing auditory discrimination of initial /k/
- page 14—matching capitals and small letters
- Spirit Duplication Masters/Self-Help Activities*:
- page 2—practicing auditory discrimination of initial /k/

Alternate Strategies

- Recognizing vocabulary words
- Recalling days of the week
- Practicing auditory perception of initial /k/
- Giving individual story dictations; suggested help; suggested topics

Literary Appreciation Skills

- Listening to a poem
- *Comparing ideas
- Listening to supplementary story books
- Listening to nursery rhymes
- Perceiving rhyme
- *Dictating stories

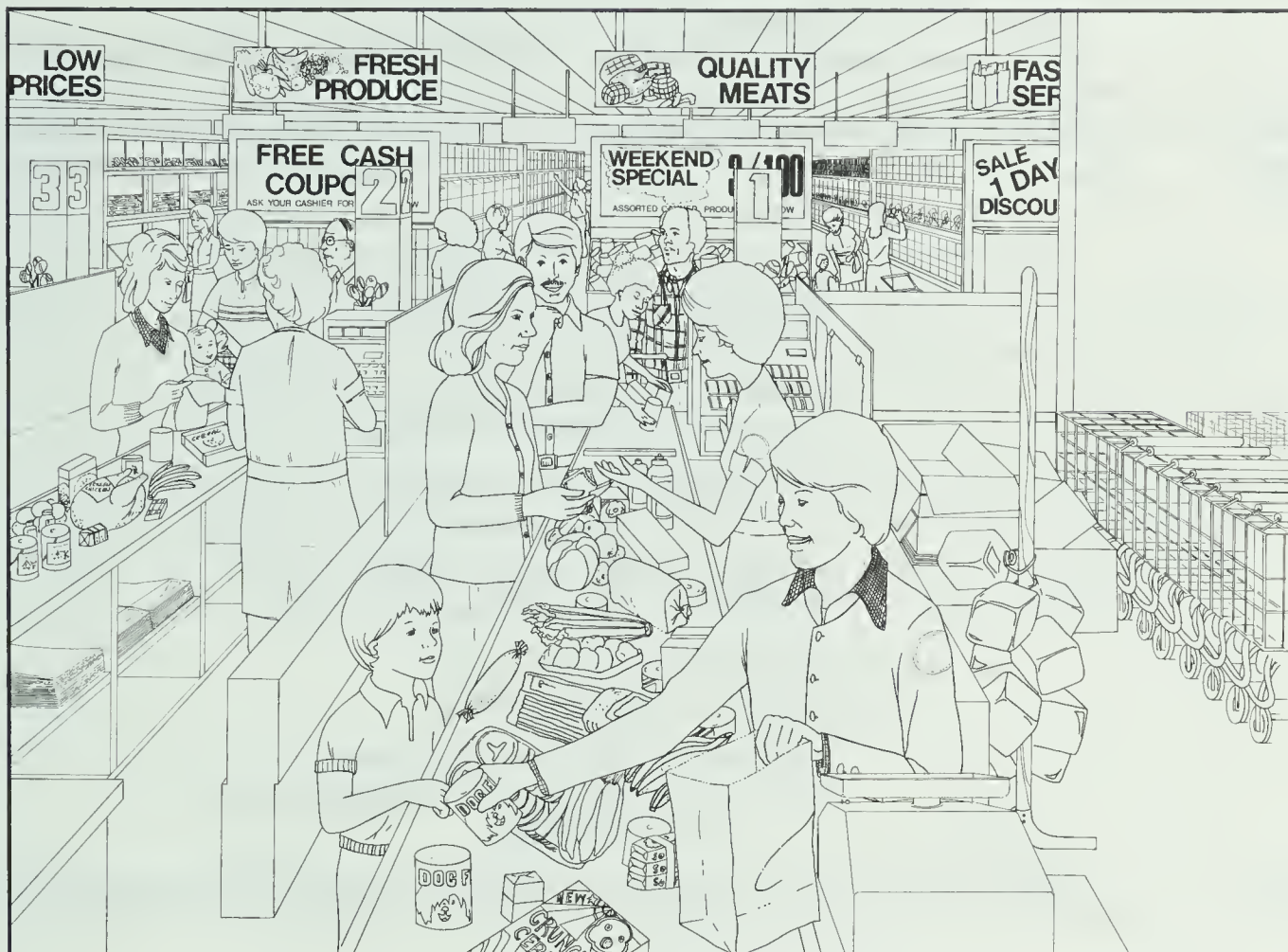
Comprehension:-

Literal Critical Creative

- *Comparing
- *Noting and interpreting details
- Drawing inferences based on experience
- *Valuing
- *Understanding *first, last, next, today, tomorrow, yesterday, weekend, days of week*
- *Relating to life
- Using context clues to complete sentences
- Matching definitions and pictures
- Checking pupil-completed sentences for sense

Listening

- Listening attentively in discussions
- Listening to a poem to compare
- Listening to follow oral directions
- Listening to sounds
- Listening to items in a sound center
- Listening to learn words of a song
- Listening to supplementary books
- Listening to complete and check sentences
- Listening to detect rhyming words
- Listening to check rhyme
- Listening to detect initial sounds
- Listening to clues to identify pictures
- Listening to own dictated stories



CONCEPT DEVELOPMENT

To the teacher

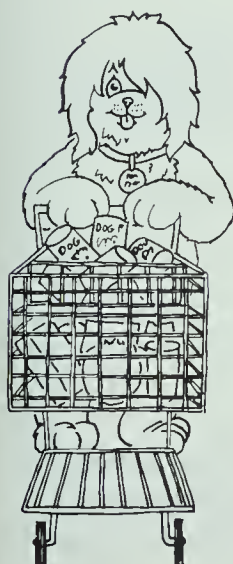
Continue to notice the pupils' use of language during the discussions below, but do not offer comments or corrections.

Objectives

Developing facility in oral expression
 Developing powers of observation
 Interpreting pictured situation and details
 Listening to a poem to compare ideas
 Recognizing the new words *Mommy* and *Daddy*
 Recalling *first*, *last*, *next*, *today*, *tomorrow*, *yesterday*, *weekend*, *days of week*

Materials Needed

Chart 3, or *Mr. Mugs*, page 6
 Flannel board
 Cutouts of Pat, Curt, Mommy, and Daddy
 Word cards for *Pat*, *Curt*, *Mommy*, and *Daddy*
 Poster paint
 "Days of the Week" chart



Introducing the Theme

*Discussing
shopping*

Promote a discussion of shopping, using questions such as the following:

"What does *shopping* mean?"

"Where do you go shopping? What is your favorite store? Why? What do you like to shop for? Why?"

"When do you go shopping?"

"Who does the grocery shopping in your family? What do you usually hope your mommy or daddy will buy?"

*Listening
to compare
ideas*

"I have a poem here about shopping. The child in the poem has some ideas about shopping. Listen as I read the poem, to see if the child's ideas are the same as yours."

Shop Windows

Mother likes the frocks and hats
And pretty stuffs and colored mats.

Daddy never, never looks
At anything but pipes and books.

Auntie's fond of chains and rings
And all the sparkly diamond things.

Richard likes machines the best;
He doesn't care about the rest.

Nannie always loves to stop
In front of every single shop.

But I don't want to wait for a minute
Till we get to the one with the puppy dogs in it.

Rose Fyleman

Comparing

Let the children talk about the poem and whether or not they agree with the child's choice of stores.

Presenting the Chart

*Discussing
Chart 3*

"Curt sometimes goes shopping with his parents. Do you think he likes it?"

Present the chart and develop discussion with questions such as:

*Noting and
interpreting
details*

"What is happening in the picture?"

"What is Mommy doing? What is Curt doing? What is Daddy doing?"

"What do you think Daddy will do when the groceries are all in the bags?"

*Inferring from
experience*

"What is the cashier doing? What is the cashier's helper doing?"

"What groceries are Curt's family buying?"

*Observing in
greater detail*

"What could Mommy make with the lettuce? What could Mommy make with the eggs?"

"What else is happening in the picture?"

"What other things do you see in the store?"

Valuing

"If your mother gave you a dollar to spend in this store, what would you buy? Why?"

Presenting the New Words

New Words

Mommy

Daddy

Note. Don't forget the importance of focussing the attention of the children on the left of a word, using dots. Put a green dot at the beginning of a word when printing on the board, and place a card with a green dot on it before word cards. The green dot can then be used as a clue — green for "go."

Meeting the
new words

"Let's talk about Mommy and Daddy. Can someone show us how the name *Mommy* begins?" Allow a volunteer to come up to the chalkboard and make the first letter. Do the same with *Daddy*.

Print *Mommy* and *Daddy* on the chalkboard. (Don't forget the green dot.) Ask:

"What kind of letter do you see at the beginning of each name? Yes, we always put a capital letter at the beginning of someone's name." If any children have difficulty in recognizing where the word begins, refer them to the dot.

Let each child have a turn at reading *Daddy* or *Mommy*.

Place cutouts of Mommy, Daddy, Pat, and Curt on the flannel board, and put the word cards for these words on the chalk ledge or face-up on a table. Have pupils put the right name under each picture.

Flash the word cards for *Mommy* and *Daddy*. When the word card *Mommy* is held up, have the girls stand. When *Daddy* is presented, have the boys stand.

Place the four word cards on the chalk ledge. Play "Bring Me" — "Bring me the card that says Pat," etc. When the four cards have been given to you, place them back on the chalk ledge again, in a different order, and continue the game until each child has had a turn.

To hold attention, ask all the children to watch to see that the pupil is bringing the correct word card each time.

Additional practice in word recognition is provided in the *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work" on pages 32-33.

Still more reinforcement practice in word recognition is suggested in "Alternate Strategies" — "Configuration," on page 33; "Musical Names Game," on page 33.

Readiness Reinforcement

Concepts

first	today
last	tomorrow
next	yesterday
weekend	
days of the week	

Noting first,
next, last

Line up three children at the front of the class.

"Beginning at the left (point to the child on the left), who is first? Who is next? Who is last?"

Repeat two or three times, having different children line up each time.

Place the four word cards, *Pat*, *Curt*, *Mommy*, *Daddy*, on the chalkledge.

"Beginning at the left (point to the card on the left), what is the first word? What is the next word? What is the next word? What is the last word?"

Repeat two or three times, changing the order of the word cards each time.

"What day is it today? What day will it be tomorrow? What day was it yesterday?"

Call attention to Chart 3 again.

"Look at the picture again. When the cashier's helper puts the groceries in the bag, what will he put in first? Why? What will he put in next? What do you think he should put in last? Why?"

"What do you think the signs in the store tell about?"

"One of the signs says 'Weekend Special.' What do you think that means?"

"What days of the week are included in a weekend?"

"What day do you think it is in the chart? Why? What day was yesterday for Curt? What day will tomorrow be for Curt?"

"What other things could Curt's family do on the weekend?"

"What do you like to do on the weekend?"

Post a chart listing the days of the week in a conspicuous place so that pupils may refer to it at any time. Put a green dot before the name of each day. Point to and read the name of each day. Ask:

Noting
present time
Inferring from
experience

Relating to life
Looking at a
"days of the
week" chart

“What kind of letter do you see at the beginning of each name? Yes, it’s a capital letter. This is another place where we always use a capital letter. We always put a capital letter at the beginning of the name of a day.”

Keeping a daily record

It is a good idea to keep a daily record of the day and date, as shown in the illustration below.



Today is
Monday,
September 17

Tomorrow
will be
Tuesday,
September 18

In a convenient location on the chalkboard, print “Today is,” “Tomorrow is,” and draw the two outlined squares, using poster paint so that these parts of the daily record will not be erased when the day is changed. Using chalk, print the names of the days and the date in the outlined squares.

Refer to this record each morning and elicit from the children the day and date of the current and previous days. Let a pupil come to the board and erase the outdated notations. Then print the correct information in the squares. Read the two records to the pupils again.

For those children who need additional practice in the names of the days of the week, see “Alternate Strategies” — “Week Walk,” page 34; “Building a week train,” page 35.

INTEGRATIVE OPTIONS

Visual Arts

Painting. Have the pupils paint an activity they might do with their friends at school. This could be related to the Environmental Studies theme.

Physical
Education

Developing the Concept of Laterality and Balance. 1. Ask the pupils to stand, and direct them as follows:

- a. Move your right hand.
- b. Move your left hand.
- c. Move your right foot.
- d. Move your left foot.

2. Repeat, having the pupils lie on their backs as they follow the directions.
3. Repeat, having the pupils lie on their stomachs as they follow the directions.
4. Let the pupils move in any way and pick up a ball with their right hands.
5. Direct the children to kick a ball with their left feet.
6. Have the children walk down stairs, alternating left and right feet and avoiding having two feet on one step.

Sensory
Perception

Listening to Sounds. Help the pupils to develop a personal awareness of sound by:

- a. Listening to sounds in the room — with eyes open — with eyes closed.
- b. Listening to sounds outside the room (in the hall).
- c. Listening to sounds outside the school.
- d. Listening to their own breathing.

Interest Center

Setting Up a Sound Center. This would be a good time to begin a "Sound Center," composed of items that produce sound; for example, records, tapes, rhythm band instruments, mouth organs and other musical instruments, spoons, jars filled with different levels of water, etc. Put labels on or beside the various musical instruments. Although the children cannot read them, the labels will make them aware of the fact that these instruments have names which can be written down.

Music

Integrating Sound and Symbols; Developing Fluency. Tell the children: "We are going to sing a little song about Pat and Curt's family. A song is another way of telling a story."

Use the last two lines of the alphabet song. It is a good idea to put the notes and words on the chalkboard or on chart paper so that the children can see the relationship between the notes and the words. Do not discuss the notes with them at this stage.

Mom - my Dad - dy Curt and Pat

Went out shop - ping Think of that.

Sing the song for the children several times, to allow them to learn the words. Then sing it with the children.

Sing the song with the children again, this time sweeping your hand under the words so that the children follow visually while they sing.

Ask the children to sing the song once more. This time have them clap while they sing. Point rhythmically to each *note* as they clap and sing.

Books for Listening and Looking

Ant and Bee Go Shopping, by Angela Banner. Watts.

An ant and a bee go to a supermarket.

The Cats Go to Market, by Joan Cass. Abelard-Schuman.

Some cats go to a market and have trouble with the fish-stall lady.

The Cereal Box, by David McPhail. Atlantic-Little, Brown.

A boy chooses a cereal at the supermarket and gets a box with many surprising prizes in it.

Books for Listening and Learning

Push-Pull, Empty-Full, by Tana Hoban. Macmillan, N.Y.

Develops concepts of opposites — thick, thin, first, last, etc. This book may be used also in connection with concepts reviewed in Lessons 7, 8, 9, 10, 11, and 17.

Some Films to Watch

Hearing. 4 mins., color. EBF

Loud Sounds, Soft Sounds. 10 mins., color. Stanf.

DECODING SKILLS

Objectives

Using context clues

Identifying rhyming words

Developing auditory perception of initial phoneme /k/

Materials Needed

Chart 3 or page 6 of *Mr. Mugs*

"C" Box. Place in a shoe box nine objects, the names of six beginning with c, the names of three beginning with other consonants; for example, a toy car, a candle, a comb, a can, a cup, a cap; a doll, a pencil, a ball

Chart 4 — the phonemic chart for initial /k/

Word Meaning

Read the following to the children, ending with an unfinished inflection of the voice to indicate that something is missing:

My favorite color is _____.

"Who can tell us what my favorite color could be?"

When various words have been suggested, repeat the sentence, using each word in turn, as the children listen to make sure a color word has been used, so that the sentence makes sense.

Continue in the same way with:

The weather today is _____.

A kitten's fur is _____.

Lemons taste _____.

Candy is _____.

Perceiving Rhyme

Read or recite a nursery rhyme, such as "Little Bo-Peep" (first verse only) as the children listen for the words that rhyme. Read or recite the rhyme again, letting the children chime in on the rhyming words. Then have the pupils tell what the rhyming words are.

Repeat with other nursery rhymes, such as “Wee Willie Winkie,” “Sing a song of sixpence,” and “There was a crooked man.”

Suggesting
rhyming words

Using Chart 3, or the picture on page 6 of *Mr. Mugs*, point to and name certain items and ask the pupils to suggest rhyming words; for example,

can — man bread — head boy — toy mother — brother

The rhyming words indicated are examples only. Accept any words that rhyme. If a child suggests a word that does not rhyme, repeat the original word and the child’s word clearly and help him or her to understand why the two words do not rhyme.

Developing
auditory
perception of
phoneme /k/
Key word “Curt”

Phonemic Analysis

A reminder to the teacher: Although the name *Curt* begins with *c*, the sound is the same as that represented by *k*, and so the phoneme is indicated as /k/.

Working with
the “C” Box

Place the “C” Box on your desk or on a table.

“Here is another box with some interesting things in it. Let’s find out what they are.

“Maria, will you come and take one thing out of the box? What is it?”

“That’s right. It’s a candle. Hold it up so that everyone can see it. What is it, again?”

“Put it down beside the box.

“Simon, will you come and take something else out of the box?”

Continue in the same manner until all the items are out of the box.

“Do you remember the name of the boy in the picture? Yes, his name is Curt.

“Listen carefully as I say his name — *Curt*. Listen again, for the very first sound you hear at the beginning of his name — *Curt*.

“Say *Curt*. Say *Curt* again. Notice what your tongue does when you say the very first sound in *Curt*.”

“Did you feel the middle of your tongue press up against the roof of your mouth at the back? Try it again.” Check to make sure the children are producing the sound correctly.

Hold up three objects from the “C” Box — car, comb, cap — and have the children name them. Say the names again.

“What do you notice about these words? Listen again.”

This time say Curt’s name first: “*Curt, car, comb, cap*. Now do you notice something about the words? Yes, they all begin like *Curt*.”

Put the items back on the desk. Separate them so that they are not all in one place.

“Mark, will you come and pick up one of the things on the desk? What is it?”

“Yes, it’s a car. Does *car* begin like *Curt*?”

“Yes, *car* begins like *Curt*. Put the car down on the other side of the box, Mark.

“Debbie, will you come and pick up one of the things? What is it?”

“Yes, it’s a doll. Does *doll* begin like *Curt*?”

“No, *doll* doesn’t begin like *Curt*. Put the doll in the box, Debbie.”

Continue in the same manner until all the “c” items are on the desk and the others are in the box. Then pick up each item on the desk in turn. Say its name and have the pupils confirm that its name begins like *Curt*. Then put it in the box.

“If any of you have something whose name begins like *Curt* that you would like to put in the box, bring it to school and give it to me. Remember, it must be small enough to go into the box.”

Display Chart 4, the phonemic chart for /k/.

“Whose picture do you see in the middle of this chart? Yes, it’s a picture of Curt.

“Carol, can you see a picture of a place where a king and queen might live? Come and point to it. What is it?”

“Yes, it’s a castle.

“Paul, can you see a picture of something we like to ride in? Come and point to it. What is it?”

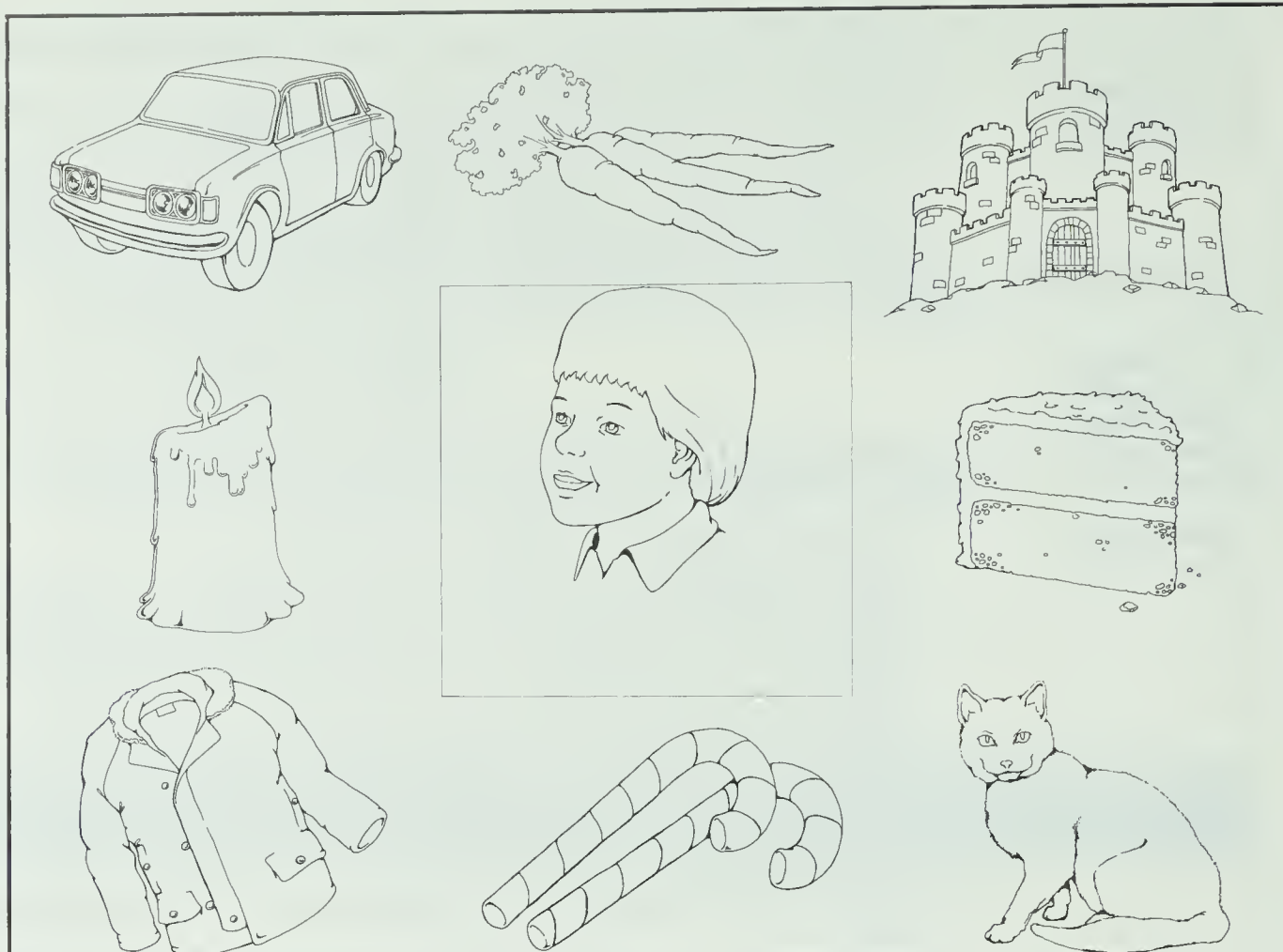
“Yes, it’s a car.”

Continue in the same manner, using clues such as the following:

. . . a picture of an animal that makes a good pet.

. . . a picture of a vegetable that rabbits like to eat.

Matching
definitions
and pictures



- ... a picture of something we put on when we go outside in cold weather.
- ... a picture of something we like to eat, especially on birthdays.
- ... a picture of a kind of candy we eat, mostly at Christmas.
- ... a picture of something that gives a little light.

When all the pictures have been named, say all the names again, and lead the pupils to picture in turn and ask:

"Louise, what is the name of this picture?"

"Yes, it's a car. Does *car* begin like *Curt*?" Etc.

When all the pictures have been named, say all the names again, and lead the pupils to conclude that the names of all the pictures on the chart begin like *Curt*.

Say the name *Curt* again as the pupils listen to the beginning sound. Ask all the children whose names begin like *Curt* to stand up. Let each one say his or her name as the others listen to determine whether or not each name begins like *Curt*.

If some children who stand up have names that begin with consonant clusters, such as *Claude*, *Craig*, *Claire*, *Crystal*, *Chris*, or with *k* rather than *c*, as *Karl*, *Karen*, do not comment or object at this time. Since the pupils have not been made aware of consonant clusters, they will hear the sound /k/ at the beginning of the name and be sure it begins like *Curt*. As for names beginning with *k*, the sound is exactly the same, and it is the sound that is being dealt with here, not the spelling. Ask the children to suggest other names that begin like *Curt*.

Tell the pupils, "I am going to say some sentences. Listen for the words that begin like *Curt*."

Caroline can comb her hair.

A cat does not care for carrots.

Come and see my new cap and coat.

Repeat each sentence and have the children raise their hands when they hear a word that begins like *Curt*.

Listening
to note
initial sounds
in names

Listening
to detect
words beginning
like *Curt*

Additional practice is provided in the *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See under “Seat Work,” pages 32-33.

For those children who need still more reinforcing practice see “Alternate Strategies” — pages 35-36, “Puzzle Pieces”; page 36, “Listen!”; page 36, “Does It Begin Like Curt?”; and page 36, “Let’s Play Cards.”

LANGUAGE DEVELOPMENT

Objectives

Noting words as units

Matching capital and small-letter forms

Materials Needed

Chart 3 or *Mr. Mugs*, page 6

Some children’s books

Noting Words as Units

Print the name *Pat* on the board. Point out to the pupils that the letters that make up the name are placed fairly close together. “That is to show that they all belong together, to make up the one word *Pat*.”

Demonstrate further by printing *Curt*, *Mommy*, and *Daddy*.

Ask for a volunteer to tell you something about Curt. If ideas are slow in coming, refer to the Chart 3 picture and ask where Curt is. As the child tells where Curt is, print it on the board:

Curt is in the store.

Read the sentence to the children, and call on a child to come to the board and draw a line under *Curt*. Call attention to the fact that the letters in Curt’s name are printed close together to show that they all belong in the one word. Then point out that you left a space after Curt’s name to show where the word ends. Read each word in turn. Point out that the letters in each word are printed close together and that there is a space after each word to show where it ends.

Ask pupils to tell something about Pat, Mommy, and Daddy, and print their sentences on the board. Point out the individual words and the space left after each one to show where the word ends.

Let the children look at some books to notice that there is a space after each word there, too, to show where the word ends.

The concept of a word as a unit is further strengthened in “Alternate Strategies” — “Configuration,” page 33, and “Cut a Word,” page 33.

Alphabet Skills

Using diagrams similar to the one below, drill capitalized and small-letter forms by having pupils draw lines between the words beginning with the two forms of each letter.

Mommy	daddy
Daddy	mommy

Further practice in recognizing the two forms of a letter is provided as seat work in the *Mr. Mugs Book*, page 14.

Skills Involved in Other Strands of the Lesson Plan

The teacher is asked to continue to note English usage, facility in using language, and willingness to respond in connection with the chart discussion in “Concept Development.”

Observing that
the letters
of a word are
close together

Noting space
after words
in sentences

Matching
capitalized and
small-letter
forms

Using language

Noting and using
left-right progression

Capitalizing
names

Noting
punctuation

Acquiring sentence
awareness

This concept is strengthened in the "Initial Writing" section in connection with individual dictation and building words.

This is mentioned in "Concept Development: Readiness Reinforcement" as applying to the names of days of the week, and in "Concept Development: Presenting the New Words" and "Initial Writing: Building Words" as applying to the names of people.

In "Initial Writing: My Own Story Book," the capital letter at the beginning of a sentence and the period at the end are pointed out.

Sentence awareness is involved in "Decoding Skills: Using Context Clues."

INITIAL WRITING

Objectives

- Beginning individual story dictation (*Writing My Own Reader*)
- Developing facility in oral expression
- Developing awareness that children's own ideas can be written down and read back
- Developing awareness of left-right, top-bottom progression
- Developing awareness of punctuation and capitalization
- Building words, using word tickets
- Noting the importance of correct letter order in words

Materials Needed

- Writing My Own Reader*
- Individual word banks
- Pocket chart
- Letter tickets for M o m m y and D a d d y (new); for P a t and C u r t (from word banks)
- Word cards for Mommy and Daddy



Composing Stories

To the Teacher

Writing
My Own Reader
(Individual
dictation)

The value of
individual
dictation

Oral language facility is a true indicator of a child's mental development. One of the ways of improving the child's ability to speak is to give him or her ample opportunity to do so. By writing down a child's dictated ideas, the teacher points out the close link among the language arts. Pupils have to speak about their own experiences and will treasure their very own story book.

As often as possible, the teacher will act as a secretary for her students and print their thoughts which have been triggered and guided by her questioning. In this way, the children will learn to order their thoughts in a more meaningful manner and learn to speak on one topic at one particular time. They will also develop an awareness of the story-writing procedure, of capitalization and punctuation, left-right, top-bottom progression, and will have an additional incentive to learn to read in their desire to reach the point where they can read their own stories.

The more dictations, the better. Try, during the chart stage (the first three months), to take ten story dictations from each child. At the very minimum, try to take five.

The story dictations should be kept brief. In the beginning about three sentences will be sufficient. As the children develop facility in ordering and expressing their thoughts, the number of sentences may be increased as time allows.

The time spent on taking each dictation should be from three to five minutes.

Dictations can be worked in at various times of the day:

- (a) during an activity period;
- (b) while other students are doing seatwork in other aspects of the program;
- (c) during class routine — dressing and undressing, changing for gym, lining up, etc.
- (d) a few minutes before or after school.

Number of
dictations

Length of
dictations

Time needed

When to take
dictations

If a child comes to you with a story he or she wants to dictate, try to make time to take it down as soon as possible. Spontaneity is very desirable and should be encouraged.

1. Invite the pupil to come to your desk or to sit beside you at a table.
2. Discuss the topic first, to stimulate the pupil's ideas.
3. Write the story as the child dictates. Try as much as possible to use the pupil's own words, with as little structuring as you can. If the child's ideas are given in sentence fragments, in response to your prompting questions, it is permissible to combine them into sentences; for example, an interchange something as follows,

Teacher: What did you do yesterday?

Pupil: Went fishing.

Teacher: Who did you go with?

Pupil: My Dad.

could be combined as:

Yesterday I went fishing with my Dad.

As you write the story, mention occasionally that you start at the left and go to the right, that you start what the pupil wants to say with a capital letter, and put a period at the end to show that that part is finished. These items need not be belabored. Frequent references and reinforcement in the language lessons will serve to imprint awareness of these elements upon the mind of the child.

4. When the story is completed, read it back to the child, to see that everything is in order.
5. Then have the pupil "read" the story with you.
6. Ask the pupil for a title for the story. If the title is left until the story is completed, the chances of getting the best possible one are enhanced. Often pupils may give a title at the beginning and then switch the direction of the story. Simply ask — "What was your story about?" This is excellent early training in selecting a main idea.
7. Enter the title in the table of contents. A table of contents in the beginning of the book will also serve as a learning device. This grows as new stories are added.
8. Give the dictation book to the child so that he or she can illustrate the story on the opposite page. These illustrations and a beautifully decorated cover will increase the book's value in the eyes of the child.

Note. It may happen that some children will prefer to draw the illustration first and then dictate the story to go with it. Either procedure is acceptable.

Writing My Own Reader



9. After each story has been dictated, copy all the words, complete with capitalization and punctuation, onto a series of word tickets. Bundle the tickets for each story together, with the story number on them, and keep for use later.

As often as possible, have the children "read" with you the stories they have dictated. During this two-member rereading of each story, point to each word in turn and give the pupil first chance to read it alone. If a child does not know the word, say it and go on to the next word. This teacher-pupil reading is important, as it gives the child an actual reading experience. Because the idea is the pupil's own, and because the words and construction are his or hers, the "author" will soon come to know some of the words.

During the fourth, fifth, and sixth months after the program has been started, the pupils will begin to build up their dictated stories, using the word tickets mentioned above. They will find this reproducing of their own stories fascinating and will want to do it again and again. In this way they will become thoroughly familiar with their original stories, and will have gained not only a familiarity with the reading process, but also a solid base upon which to build creative writing skills.

Build up the following words in the pocket chart or on the chalkboard ledge, using letter tickets. As the pupils watch, mention the left-right progression and the order of the letters. Point out that all these words begin with capital letters because they are the names of people. (Don't forget to put a card with a green dot at the beginning of each word, so that the children will be sure to understand where the word starts.)

- C u r t

Distribute to all the pupils the letter tickets needed for the lesson.

D a d d y

Have the children take out from their word banks the letter tickets for *Pat* and *Curt* and build these words on their desks as well.

Have the tickets put back in the envelope in the word banks and the word banks put back on the shelf.

32

Page 13. Auditory Discrimination of Initial Phoneme /k/. Coloring pictures of objects whose names begin with the same sound as the word *Curt*.

Page 14. Visual Discrimination; Word Recognition. Matching capitalized and small-letter forms.

Spirit Duplication Masters/Self-Help Activities

Page 2. Auditory Discrimination of Initial Phoneme /k/. Coloring pictures of objects whose names begin with the same sound as the word *Curt*.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words *Mommy*, *Daddy*, *Pat*, *Curt*

Recalling days of the week

Practicing auditory perception of the sound represented by initial c

Giving individual story dictations: suggested help in story dictation; suggested topics

Word
Recognition

Configuration

Objective

Recognizing the shapes of the words *Mommy* and *Daddy*

Materials Needed

A sheet of paper for each pupil, on which the words *Mommy* and *Daddy* are printed

Procedure

Distribute the sheets of paper with *Mommy* and *Daddy* printed on them. Have the pupils draw a "frame" around each of the words.



Cut a Word

Word
Recognition

Objectives

Recognizing vocabulary words *Pat*, *Curt*, *Mommy*, *Daddy*

Noting words as units

Materials Needed

A strip of paper for each child on which are printed the four vocabulary words
Scissors

Procedure

Distribute the strips of paper to the pupils. Direct the children to cut the four words off the strip, one at a time.

Musical Names Game

Objective

Recognizing vocabulary words *Daddy*, *Mommy*, *Pat*, *Curt*

Word
Recognition

Materials Needed

A chair for each member of the group
Word cards or labels for Mommy, Daddy, Pat, Curt
Music — piano, record and record player, recorder, etc.

Procedure

Have enough chairs for each pupil in the group. Put the names Pat, Curt, Mommy, and Daddy on the back of four chairs.
The game is played in the same manner as Musical Chairs, but without reducing the number of chairs. If a pupil lands on a chair with a name on it, he or she must say "My name is Pat," "My name is Daddy," etc., according to the name on the chair.

Week Walk

Readiness
Reinforcement

Objective

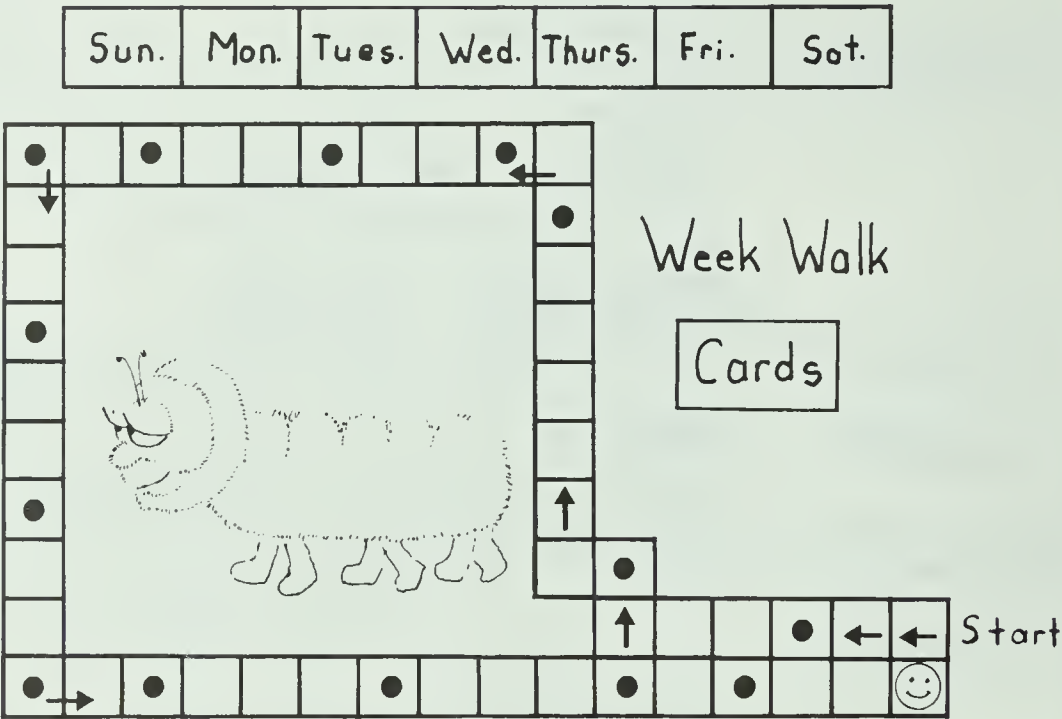
Recognizing days of the week

Number of Players

Two or three

Materials Needed

1 grid per player
1 game board



1 die
1 pack of cards with names of days of the week (at least three cards per day name)
1 marker for each player

Procedure

The players roll the die in turn and move their markers the number of spaces indicated. If a marker lands on a space with a dot on it, the player draws a card from the pack, reads the name on it, and covers the corresponding space on his or her grid. If that space is already filled, the player discards the card. The game continues until one grid is filled.

Building a Week Train

Objective

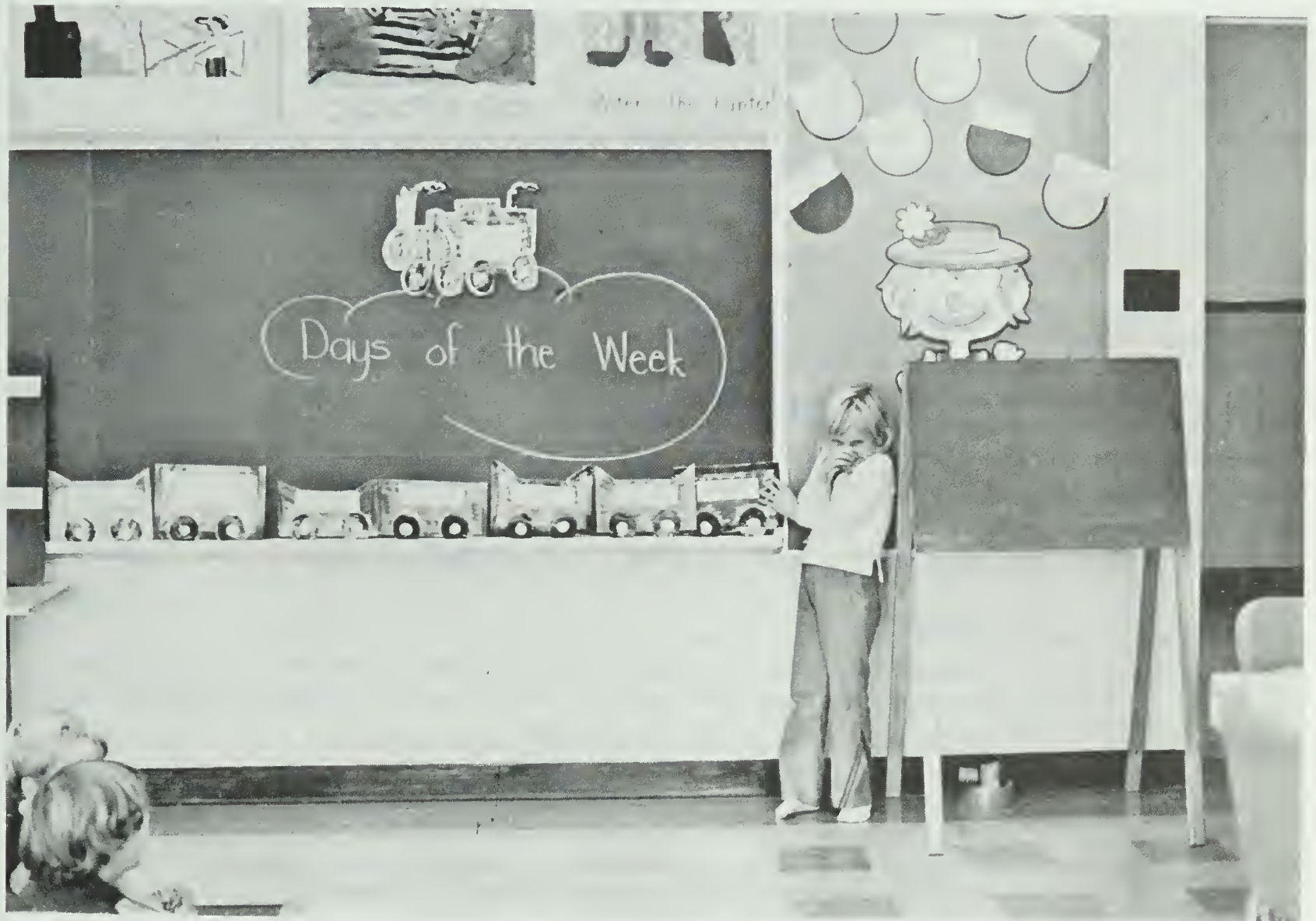
Recognizing names and sequence of days of the week

Materials Needed

A set of cards for each pupil. The cards are to be in the shape of railway cars and each one bears the name of a day of the week. The card for Sunday should be in the shape of the locomotive.

A *Days of the Week* chart

Readiness
Reinforcement



Procedure

Give each pupil a set of the days of the week cards in random order. Using the *Days of the Week* chart as a guide, each child is to assemble a "Week Train," having the days of the week in proper sequence.

Puzzle Pieces

Objective

Practicing auditory perception of the sound represented by initial c

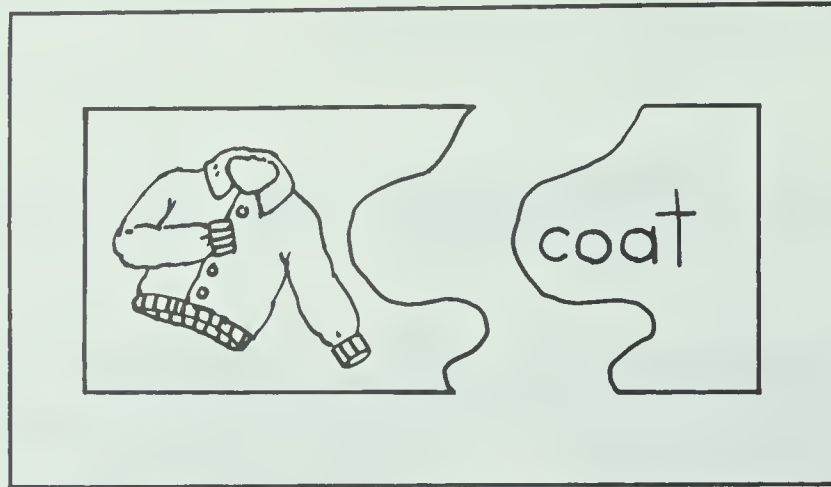
Decoding
Skills:
phonemic
analysis

Number of Players

One or two

Materials Needed

A number of cards, each bearing a picture of an object whose name begins with c and the corresponding name of the pictured object, cut into two puzzle pieces. The cut should vary for each card.



Procedure

The pupils put all the puzzle pieces face up on the desk and try to fit the pieces together, in the manner of a jigsaw puzzle.

*Decoding
Skills:
phonemic
analysis*

Listen!

Objective

Practicing auditory perception of the sound represented by initial c

Procedure

If some pupils are having trouble in identifying initial /k/, give them practice by pronouncing pairs of words and have them determine whether or not the second word begins like *Curt*: *Curt-cup*, *Curt-cover*, *Curt-dirt*, *Curt-Pat*, etc.

Does It Begin Like Curt?

*Decoding
Skills:
phonemic
analysis*

Objective

Practicing auditory discrimination of the sound represented by initial c

Materials Needed

A number of pictures, some showing objects whose names begin with c, some showing objects whose names begin with other consonants

Procedure

Place a number of pictures on a table and have the pupils pick out all those whose pictured objects begin like *Curt*.

*Decoding
Skills:
phonemic
analysis*

Let's Play Cards

Objective

Practicing auditory discrimination of the sound represented by initial c.

Materials Needed

Out of heavy paper, cut a number of cards about playing-card size. Draw or paste a picture on each card, making sure you have a good representation of pictures whose names begin with *c*.

Procedure

Group the children around a small table. Deal the cards slowly, face up, in the center of the table. When a card whose pictured object begins with *c* turns up, the first child to identify it may claim it. The child who has the most “*c*” cards when all the cards have been dealt, is the winner of the game.

If someone claims a card whose pictured object does not begin with *c*, ask the child to name the pictured object as the others listen to decide whether or not it begins like *Curt*. If they decide it does not, the child may not claim the next card dealt, even if he or she happens to recognize its picture as one that begins like *Curt*.

Note. If you concentrate on pictures beginning with *p, c, m, d, s, f*, and *h*, the cards may be used for practice in detecting all the initial sounds presented in this guidebook. The number of cards used in each game will depend upon the number of children needing practice. Just be sure there is ample representation of the sound being dealt with each time.

Individual Story Dictations

Some children may experience difficulty in dictating stories, because of shyness, because of never having been encouraged to talk or been listened to, because they are learning English as a second language, and for a variety of other reasons. Try to build a rapport with these children. Talk to them whenever you can, discuss things they are interested in and be appreciative of their responses, so that the dictating of a story will not be a novel experience. If they find it easier, have them draw a picture first, and then dictate their story by telling you about the picture. Suggest topics that are interesting and easy for them, and help them with questions until they gain enough confidence and facility to volunteer information on their own.

Some pupils may be able to decide on their own topics for their dictated stories. Something that has happened at home, something they have seen on the way to school, some incident or a new object in the classroom, will come readily to the minds of these articulate children. Others, however, may need help in selecting a topic for some time before they are able to select their own. The following topics are usually successful at producing a flow of ideas, helped on by preliminary discussion and the teacher's questions:

1. *Home*. Everybody has a home with people in it — Mommy, Daddy, sisters, brothers, cousins, grandparents, back yards, garages, kitchens, living rooms, upstairs, etc.
2. *Neighborhood* (and what happens in it) — street, houses, apartments, neighbors, zoo, park, church, school, shops, etc.
3. *Helpers* — doctors, dentists, firemen, postmen, policemen, garbagemen, etc.
4. *Holidays and special days* — Christmas, Easter, Thanksgiving, summer, birthdays, Halloween, etc.
5. *Special events in the child's life* — anything the child considers important.
6. *Entertainment* — responses to books, films, TV programs, puppet shows, filmstrips, etc.
7. *Favorites* — colors, foods, clothes, toys, TV programs, books, etc.
8. *Friends*.
9. *School*.
10. *Animals*.
11. *Make-Believe*.
12. *Hopes* — “What I want to be when I grow up,” “My wish,” etc.
13. *Sports*.
14. *Situations depicted in reading charts*.

Helping those
who need it

Suggested
topics for
the dictations

CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
 Relating personal experiences
 Listening to and interpreting a poem
 Discussing
 Developing powers of observation
 Interpreting pictured situation and details

Developing Sight Vocabulary

Recognizing new words—*look, a jet*
 Reading chalkboard sentences
 *Noting left-right progression in reading
 *Reading to identify specific information
 Noting comma and exclamation mark
 *Reading in unison

Readiness Reinforcement

Recalling concepts of general classification

Integrative Options

*Classifying pictures
 *Manipulative Activity—reproducing pegboard patterns
 Physical Education—developing laterality and balance
 Listening to a poem for enjoyment
 Music—integrating sound and symbols; developing fluency
 Books—looking at and listening to story books

Decoding Skills

Using context clues—listening to supply final word
 Listening to identify rhyming words
 Listening for initial sounds
 *Developing auditory perception of initial phoneme /m/
 Matching definitions and pictures
 Listening to note initial sounds in names and words
 *Using context and phonemic clues to complete sentences

Language Development

*Developing sentence awareness
 Recognizing capital and small-letter forms
 Noting capitalization of names and in sentences
 Recalling left-right progression
 *Using punctuation—period
 Using language

Initial Writing

Giving individual story dictations
 Building words, using letter tickets
 Using left-right progression
 Noting correct letter order in words
 *Building sentences, using word cards
 Developing sentence awareness
 *Using capitals and periods in sentences
 *Checking word order in sentences
 *Practicing rudiments of printing

Seat Work

Mr. Mugs Book: pages 15, 16—recognizing vocabulary words
 pages 19, 20—practicing auditory discrimination of initial /k/ and /m/
Spirit Duplication Masters/Self-Help Activities:
 page 3—practicing rudiments of printing
 page 4—practicing auditory discrimination of /m/

Alternate Strategies

Recognizing vocabulary words
 Classifying
 Using rhyming skills
 Practicing auditory perception of initial phonemes /m/, /p/, /k/
 Recognizing letters of the alphabet
 Building words

Literary Appreciation Skills

Listening to and interpreting poems
 Listening to supplementary story books
 Perceiving and miming rhyme
 Dictating stories

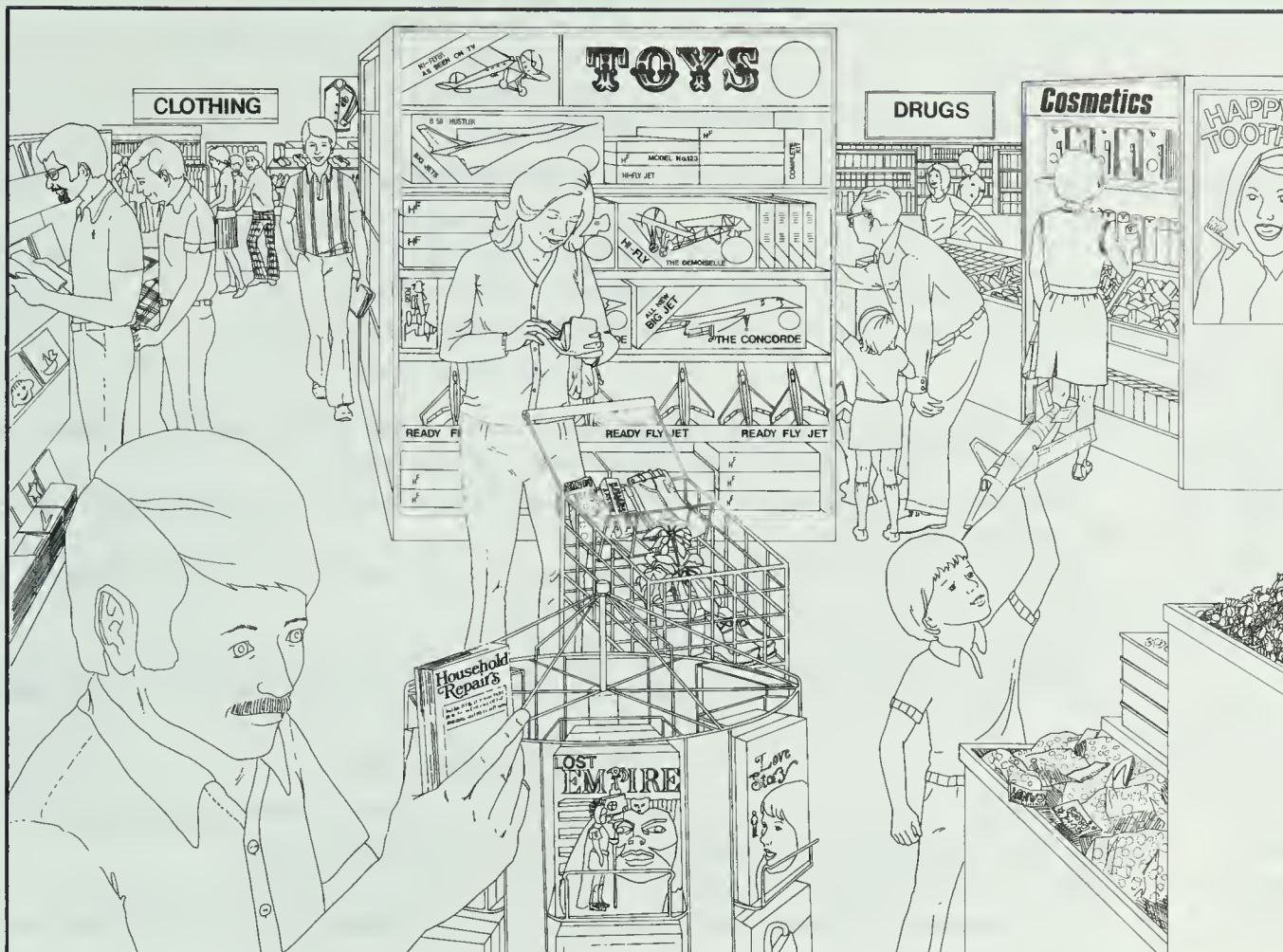
Comprehension:-

Literal Critical Creative

*Conjecturing
 Noting details
 Drawing inferences
 Valuing
 *Understanding bases of classification
 Drawing inferences based on experience
 *Verifying inferences
 Using context clues to complete sentences
 Matching definitions and pictures
 *Using context and phonemic clues to complete sentences
 Checking pupil-completed sentences

Listening

Listening attentively in discussions
 Listening to a poem
 Listening to follow directions
 Listening to learn words of a song
 Listening to supplementary books
 Listening to complete and check sentences
 Listening to detect rhyme and supply rhyming words
 Listening to detect initial sounds
 Listening to use context and phonemic clues
 Listening to determine whether or not a sentence is complete
 Listening to check completed sentences



CONCEPT DEVELOPMENT

Objectives

- Developing facility in oral expression
- Relating personal experiences
- Listening to and interpreting a poem
- Discussing
- Developing powers of observation
- Interpreting pictured situation and details
- Recognizing and reading new words *look* and *a jet*
- Recalling general classification

Materials Needed

- Chart 5, or *Mr. Mugs*, page 9
- Toy airplanes (Ask those who have toy airplanes to bring them to class)
- Chart 3 (Used in Lesson 2)

Introducing the Theme

"Has anyone here had a ride in a plane? Tell us about it. Where did you fly from? Where did you fly to?"

"Did you like the plane ride? What was exciting? What else did you like?"

"When you see a plane flying across the sky, do you ever wonder where it is going? Do you wonder what the people in the plane might be feeling and thinking?"

Relating personal
experiences

Listening for
enjoyment

"Here is a poem that tells what one person thought about as she watched a plane fly overhead."

Airplane

Zoom! Zoom!

High overhead

Hums a plane

Of gleaming red.

Hums a glowing,

Gleaming ship,

Making some

Exciting trip!

Nona Keen Duffy

Conjecturing
Valuing
Displaying
and telling
about toy planes

"What do you suppose the "exciting trip" was? What might happen to make it exciting?"

"Would you like to be on that plane? Why, or why not?"

"I like planes, don't you? Who have brought toy planes to school today? Hold them up so that we can see them."

Allow each child who has brought a toy plane to show it to the group and tell something about it. Prompt them with questions such as:

"What kind of airplane is it? What can you do with it?"

Let all the children with planes line up and zoom around the room in a "fly past."

Presenting the Chart

Discussing
Chart 5
Noting a detail
Inferring

"The last time we saw Mommy and Daddy and Curt they were doing their grocery shopping. Here they are again, in another store." Present the chart and ask:

"What new toy does Curt have?"

"Who will buy it for him? Why do you think so?" (Probably Mommy, because she is looking in her purse.)

"What will Curt say to Mommy when she gives him the jet?" (Thank you.)

"What do you think Curt wants to do with his new toy? Whom do you think he will show it to?"

Presenting the New Words

New Words

look a jet

Meeting and
reading the
new words
in context

Develop a chalkboard story as follows. When writing on the board always be sure to stand to one side so that the pupils can see what you are writing.

"Curt is very happy with his new jet and wants to show it to Daddy. He holds it up high, where Daddy can see it. What will he call out to get Daddy to look at it?"

Elicit the following and print it on the board:

Look, Daddy, a jet!

"Curt is so excited that he keeps calling out the name of the toy."

Write on the chalkboard:

A jet! A jet!

Call upon various children to read the chalkboard story. Make sure you have a dot at the left of the sentences, and sweep your hand from left to right under the words as the children read.

"Find the part that tells what Curt said to Daddy first. Read it to us."

"Find the part that Curt said next, when he got more excited. Read it to us."

If the pupils wonder about the commas and exclamation marks, explain them briefly. "These little marks are marks we use sometimes to show that we should give a little pause when we are reading aloud. The mark at the end is one we use to show that the person who is speaking is excited."

Reading for
specific lines
Acquiring
awareness of
comma and
exclamation mark

Reading
in unison

Read the two lines on the board again, then have all the children read them aloud with you. Sweep your hand from left to right under the lines as you and the children read in unison.

Additional practice in recognition of the new words is given in the *Mr. Mugs Book*. See under "Seat Work," page 51.

Further Discussion Related to the Chart

Noting details

Direct the children's attention back to Chart 5 again. "Where did Curt find his jet? What else do you see in the store?"

Conjecturing

"What do you think some of the other people will buy?"

Valuing: drawing
inferences

"What would *you* like to buy? Why? What department would you buy it in?"

"What do you think the man and the little girl are looking at? Why do you think they came to the store?"

Readiness Reinforcement

Concept

General Classification



Dividing
into groups
according to
physical
similarities

Begin with the simplest classification for the children to grasp.

"Will all the boys come and stand on this side of my desk?" Point to the right side.

"Will all the girls come and stand on this side of my desk?" Point to the left side.

"There, I've got you divided into two groups. You are all children, but everyone on this side is a boy and everyone on that side is a girl.

"Now I'm going to divide you into groups another way.

"Everyone who has blue eyes, come and stand here.

"Everyone who has brown eyes, come and stand here.

"Everyone who has a different color of eyes, come and stand here.

"There, I've got you divided into three groups this time. Everyone in this group has blue eyes, everyone in this group has brown eyes, and everyone in this group has eyes of some other color.

Classifying
classroom
objects

"We can put things into groups, too. Let's put some of the things in the room into groups. Remember, everything in a group must be the same in some way."

Help the children to classify some of the things in the classroom — plants, animals, books, toys, work things, etc.

Working with
Chart 5

"Things in a store are often put together in groups too. Look at the big picture. Why are there signs in the store?"

"That's right. They tell us where we can find things."

Point to the sign "Clothing."

"This sign says 'Clothing.' All the things in that department are things we wear — hats, coats, dresses, pants, shirts, blouses, and so on."

Point to the signs that say "Toys" and "Drugs" and explain them in the same way.

Noting details

"What does Mommy have in her shopping cart?"

"Where do you think she found the candy?"

"Where is the toothpaste counter?"

"Where did she find the jeans?"

"Where did she get the shoes?"

"Where do you think she got the plant? What might that department be called?"

"What do you think Daddy might buy? The book he is looking at is called *Household Repairs*. Why do you think he might want it?"

"Where in the picture might Mommy find some books for Curt?"

Bring out the chart used in lesson 2 and help the pupils to classify the food items.

"Did Curt get his new toy jet on the same day as when he went grocery shopping with Mommy and Daddy? Look at both pictures and see if you can notice something that will tell you." (The children should compare the clothing.)

For additional practice in classifying, see "Alternate Strategies: Let's Sort," pages 51-52.

INTEGRATIVE OPTIONS

Classifying

Classifying Pictures. Have the pupils cut out pictures of people, food, clothes, furniture, and toys from magazines and catalogues, and paste them on large sheets of paper with appropriate labels — “Food,” “Toys,” etc. If the class is divided into five groups of approximately six pupils or so, each group working on one of the topics, five big charts will result.

The charts should be displayed for some time, for the children to look at, study, and enjoy.

Manipulative Activity

Working with Pegs. Have individual children work with pegs and a pegboard to reproduce a pattern. This enjoyable activity will develop manipulative dexterity and strengthen powers of observation.



Physical Education

Developing the Concept of Laterality and Balance. 1. Have the children tiptoe, hop, and stand on one foot — with eyes open — with eyes closed.

2. Let the children try walking on colored lines on the floor.

3. Indicate a target and have the pupils do cross-pattern crawling to the target, using opposite hand and foot movements.

4. Let the pupils do cross-pattern running and walking to the target, using opposite hand and foot movements.

Enjoying a Poem. “Here’s another poem about planes. The planes in this poem are jets. Listen to see what the author has to say about them.”

Jet Planes

What’s that howling,
Swishing roar
Coming through
The open door?
Sounds as if
A hurricane
Were drumming on
The window pane!
Rush right out
And look around!
Wonder what
Could make that sound!
A hundred shouting
Girls and boys
Couldn’t make
One-half the noise!

Filling streets and
Yards and roofs
Like a million
Pounding hoofs,
Fast it comes
And disappears,
Throbbing in our
Eager ears.
If we hurry
When the breeze
Brings the sound o’er
Clouds and trees,
Look up quickly
In the sky,
We’ll see *jet planes*
Go roaring by!
Arch Crawford

Music

Integrating Sound and Symbols; Developing Fluency. Tell the children, “We’re going to sing our song again. This time I have some new words for you.”

The image shows two staves of musical notation in G-clef. The first staff has six notes: a half note on G4, a quarter note on A4, a quarter note on B4, a quarter note on C5, a quarter note on B4, and a half note on A4. The lyrics 'Curt is hap - py as can be' are written below the notes. The second staff has seven notes: a half note on G4, a quarter note on A4, a quarter note on B4, a quarter note on C5, a quarter note on B4, a quarter note on A4, and a half note on G4. The lyrics 'He has found a jet, you see.' are written below the notes.

Using the last part of the alphabet song again, follow the procedure suggested in Lesson 2, on page 25. For a group of children who are ready to enjoy and benefit from another set of words, add the following (or words of your own choice):

Look, Pat, look what I have found,
Jets can zoom right to the ground.

Story books

Books for Listening and Looking

What Did You Bring Me? by Karla Kuskin. Harper & Row.

A little mouse girl is very demanding. She *must* have what she wants when they go shopping and her daddy *must* bring her presents every day when he comes home from work. If not, she throws temper tantrums. Then she changes places with her mother for a day and the experience causes her to change her ways.

New Blue Shoes, by Eva Rice. Macmillan, N.Y.

A little girl is very particular when buying new shoes and gets a very satisfactory blue pair.

A Film to Watch

The Little Airplane That Grew. 9 mins, m color. MMP.

DECODING SKILLS

Objectives

Using context clues
Identifying rhyming words
Developing auditory perception of initial phoneme /m/

Materials Needed

Chart 5

"M" Box. Place in a shoe box nine items, the names of six beginning with *m*, the names of three beginning with other consonants; for example, money (two or three coins wrapped together in clear plastic wrapping), a mitten, a match (used), a mirror, a marble, a toy mouse; a button, a ring, a paper clip.

Chart 6. The phonemic chart for initial /m/

Word Meaning

Read the following to the children, ending with an unfinished inflection of the voice to indicate that something is missing:

Curt got a new _____.

"Look at the picture. Who can tell us what Curt got?"

"Yes, that's right. Curt got a new jet."

Continue in the same way with:

Daddy is looking at a _____.

Mommy is looking for some _____.

If I were in that store I would buy _____.

Something in the store that is sweet is _____.

Perceiving Rhyme

Say two rhyming words and ask the pupils to give you a third. The responses given below are examples only; accept any words that rhyme.

1. sail	rail	(mail)	5. name	game	(same)
2. ship	lip	(dip)	6. hot	pot	(not)
3. yard	hard	(card)	7. and	hand	(sand)
4. duck	puck	(luck)	8. wing	king	(sing)

Pronounce the words *look*, *jet*, and *Pat*. Have the pupils give all the words they can think of that rhyme with these words. Do not accept any nonsense syllables.

For additional practice in perceiving rhyme, see "Alternate Strategies" — "Miming Rhyme," page 52; "Rhyme Wheel," pages 52-53.

Phonemic Analysis

A reminder to the teacher: a *phoneme* is a language *sound*, which we indicate as /m/. A *grapheme* is a *letter* used to represent a language sound, which we indicate as **m** or **M**.

Place the "M" Box on your desk or on a table.

"I wonder what interesting things we'll find in *this* box.

"Ginette, will you come and take one thing out of the box? What is it?"

"That's right. It's a match. Hold it up so that everyone can see. What is it again? Put it down beside the box.

"John, will you come and take something else out of the box?"

Continue in the same manner until all the items are out of the box.

"Do you remember who bought the jet for Curt? Yes, it was Mommy.

Using context
clues to complete
sentences based
on Chart 5

Identifying
rhyming words

Developing
auditory
perception of
phoneme /m/
Key word "Mommy"

Working with
the "M" Box

"Listen carefully as I say *Mommy* — *Mommy*. Listen again, for the very first sound you hear at the beginning — *Mommy*.

"Watch what I do with my lips as I begin to say *Mommy* — *Mommy*. Now you say *Mommy*. Remember to do the same thing with your lips as I did — *Mommy*. Say it again — *Mommy*."

Hold up three objects from the "M" Box — a marble, a mitten, a mirror — and have the children name them. Say the names again.

"What do you notice about these words? Listen again."

This time say *Mommy* first: "*Mommy, marble, mitten, mirror*. Now do you notice something about the words? Yes, they all begin like *Mommy*."

Put the items back on the desk, separating them so that they are not all in one place.

"Billy, will you come and pick up one of the things on the desk? What is it?"

"Yes, it's some money. Does *money* begin like *Mommy*?"

"Yes, *money* begins like *Mommy*. Put the money down on the other side of the box, Billy.

"Anne, will you come and pick up one of the things? What is it?"

"Yes, it's a button. Does *button* begin like *Mommy*?"

"No, *button* doesn't begin like *Mommy*. Put the button in the box, Anne."

Continue in the same manner until all the "m" items are on the desk and the others are in the box. Then pick up each item on the desk in turn. Say its name and have the pupils confirm that it begins like *Mommy*. Then put it in the box.

Display Chart 6, the phonemic chart for /m/.

"Whose picture do you see in the middle of this chart? Yes, it's a picture of Mommy.

"Chris, can you see a picture of a little animal a cat likes to chase? Come and point to it. What is it?"

"Yes, it's a mouse."

Continue in the same manner, using clues such as the following:

... a picture of something we wear on our hands in winter.

... a picture of something we use to light a fire.

Matching
definitions
and pictures



- ... a picture of something we wear on our face on Halloween.
- ... a picture of something you can ride on.
- ... a picture of an animal you see in a zoo.
- ... a picture of something you see in the sky at night.
- ... a picture of something we put letters in to be picked up and taken to the post office to be mailed.

When the pictures have all been identified in response to the definitions, point to each picture in turn and ask:

"Caroline, what is the name of this picture?"

"Does *mailbox* begin like *Mommy*?" Etc.

When all the pictures have been named, say all the names again, and lead the pupils to realize that the names of all the pictured objects on the chart begin like *Mommy*.

Say *Mommy* again as the children listen to the beginning sound. Ask all the children whose names begin like *Mommy* to stand up. Let each one say his or her name, as the others listen to determine whether or not each name begins like *Mommy*.

If more listening experience is necessary, continue saying words beginning with *m* until you are certain the initial sound similarity is perceived by all the children in the group.

"Now let's have some fun thinking of words that begin like *Mommy*. I'm going to read some sentences to you and I'm going to leave out the last word. I want you to think of a word that will finish each sentence. The words you think of must begin like *Mommy*."

"Here's the first one." Read the following sentence, ending with an unfinished inflection.

I like to eat _____.

"Who can tell me something I might like to eat? Remember, it must begin like *Mommy*."

"Meat, Let's see if it makes sense. Listen."

I like to eat meat.

"Does it make sense? Yes, it makes sense. I *do* like to eat meat."

Continue in this way with the following sentences. Suggested answers are indicated, but accept any that begin with *m* and make sense.

If you mix dirt and water you get _____. (mud)

The center of anything is in the _____. (middle)

Jenny drinks lots of _____. (milk)

I know a boy named _____. (Mark, Michael)

The month that comes after February is _____. (March)

This little pig went to _____. (market)

When you eat, you put the food in your _____. (mouth)

Additional practice is provided in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See under "Seat Work," page 51.

Further reinforcement is provided in "Alternate Strategies" — "Race for the Top," pages 53-54; "Listen!" page 54; and "Let's Play Cards," page 54.

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness

Recognizing and matching capital and small-letter forms

Sentence Awareness

When a person speaks, he knows what he wants to say but he doesn't always say it in such a way that the other person understands. True communication demands that the listener get a

Listening to
initial sounds
in names; of words

Using context
and phonemic
clues to
complete
sentences

To the teacher:
conveying
meaning
in sentences;
using voice
intonation

Identifying
unfinished
sentences and
finishing
them

complete word picture of what the speaker is saying. When the complete word picture is finished, nothing needs to be added to it to convey the speaker's meaning.

This concept of a sentence is a difficult one for young children to grasp. Any attempt at presenting it solely through definition as a "whole idea" or a "complete thought" is liable to leave some pupils confused if they fail to comprehend the meaning of the terms used.

One successful method of presenting the sentence to children is to add the clue of using voice intonation to indicate whether or not an expression is completed. From this starting point children can be led to realize that when an expression is finished it makes sense and can stand by itself.

"If you want to tell someone something, you have to be sure to finish what you want to say, so that the other person will know what you mean. I'm going to tell you something, and I want you to listen and let me know if what I say is finished or not."

Read the following incomplete sentence, ending with an unfinished inflection:

My pet budgie can . . .

"Is that finished? No, it isn't finished because I haven't told you *what* my pet budgie can do.

"Now, listen to this."

Read the completed sentence, ending with a finality of inflection to indicate that the sentence is finished.

My pet budgie can fly.

"Is that finished? Yes, it's finished now because I have told you the whole thing. I have told you *what* my budgie can do.

"Listen again, to see if it makes sense." Read the sentence again.

"Does it make sense? Yes, it makes sense. Budgies *can* fly.

"Listen to this one." (Be sure to use an unfinished intonation.)

Dad likes to eat raw . . .

"Is that finished? Why not?"

"That's right. I haven't told you *what* Dad likes to eat. Who can tell me something Dad might like to eat raw?"

"Yes, it could be carrots. Listen." (Use a finished inflection.)

Dad likes to eat raw carrots.

"Is it finished now? Why? Yes, it is finished now because this time I have told you the whole thing. I have told you *what* Dad likes to eat.

"Listen again, to see if it makes sense." Read the sentence again.

"Does it make sense? Yes, it is finished and it makes sense. Lots of people *do* like to eat raw carrots."

Continue in the same manner with the following, indicating by voice intonation when a sentence is or is not complete, and eliciting from the pupils words or phrases to complete each one.

The little girl want to . . .

Mother goes shopping for . . .

When I grow up I'm going to be a . . .

With some groups it may prove helpful to tape record this development of complete sentences, so that the pupils can hear again the whole process.

Sentence awareness is also involved in "Decoding Skills: Using Context Clues" and in "Initial Writing: Building Sentences."

Alphabet Skills

Write on the chalkboard:

Look	A Jet
look	a jet

Recognizing
capital and
small-letter
forms

Compare the capitalized and small-letter forms in each pair. Keep *a* and *jet* together throughout this lesson.

Skills Involved in Other Strands of the Lesson Plan

*Recognizing
letters*

Reinforcement of recognition of letters of the alphabet is provided in “Alternate Strategies” — “Alphabet Footprint Race,” page 55.

*Capitalizing names
and sentences*

Capitalizing names is involved in “Alternate Strategies” — “Building Words,” pages 54-55; capitalizing the first word of a sentence is involved in “Initial Writing: Building Sentences.”

*Noting
left-right
progression*

This is reinforced in “Concept Development: Presenting the New Words,” in “Initial Writing: Building Words” and “Building Sentences,” and in “Alternate Strategies” — “Building Words,” pages 54-55.

*Noting
and using
punctuation*

Awareness of the comma and the exclamation mark is included in “Concept Development: Presenting the New Words”; the period is involved in “Initial Writing: Building Sentences.”

Using language

During the discussions in “Concept Development,” it is suggested that the teacher begin gently to introduce correct English in responses. This should be done only if the children are now comfortable in the class or group situation.

Do not insist upon responses be given in complete sentences. This simply is not done in conversation or discussion, be the group made up of primary children or university graduates. It will sound stilted and unnatural to the children and may cause them to view correct English usage, and perhaps other lessons as well, as pertaining only to school, with no application outside the classroom.

INITIAL WRITING

Objectives

- Giving individual story dictations
- Building words, using letter tickets
- Developing awareness of left-right progression
- Realizing importance of correct letter order in words
- Building sentences, using word cards
- Developing awareness of capitalization and periods in sentences
- Realizing importance of correct word order in sentences

Materials Needed

- Writing My Own Reader*
- Individual word banks
- Letter tickets for *look* and *a jet* (new); for *Pat*, *Curt*, *Mommy*, and *Daddy* (from word banks)
- Word cards for *Look/look*, *a*, and *jet* (new); for *Pat* and *Curt* (from word banks)
- Punctuation card for the period (new)

Composing Stories

Don't forget to take some story dictations, as described in Lesson 2 on pages 30-32.

Building Words

Build up the following words in the pocket chart or on the chalk ledge, using letter tickets. Put a green dot card beside the first letter of each word.

- P a t
- C u r t
- l o o k
- look
- M o m m y
- D a d d y
- a j e t
- a jet

*Dictating stories:
Writing
My Own Reader*

*Watching
the building
of the models*



*Noting
left-right
progression,
capitalization,
order of letters*

*Building Pat,
Curt, Mommy,
Daddy, look,
and a jet
Tidying up*

*Watching
the building
of the model*

*Identifying
a complete
sentence*

As you build the words, remind the children that you start at the left, where the green dot is, and go to the right, that you put a capital letter at the beginning of names of people, and that you have to be careful to put the letters in the correct order.

Allow several children to repeat the procedure.

Distribute the letter tickets for *look* and a *jet* and have the children build the words on their desks, using the teacher's models as guides.

Have the pupils take out the letter tickets in their word banks and build the words *Mommy*, *Daddy*, *Pat*, and *Curt* as well.

When the activity is finished, have the letter tickets counted and put back in the envelope in the word banks.

Additional word-building practice is provided in "Alternate Strategies" — "Building Words," pages 54-55.

Building Sentences

"Today we are going to do something new. We are going to put words together to tell something. Watch, now, as I build the first one.

"I'll start here, at the left where the green dot is, and go to the right." (Don't forget to put the green dot card before each sentence.)

In the pocket chart build:

- Look Curt

Read the sentence, being careful to indicate by your voice intonation that the sentence is complete.

Ask, "Is this finished? Yes, it is finished. It tells Curt what to do."

Observing the
use of the
period

Observing the
use of a
capital letter

Putting word
cards together
to form
a sentence

Checking

Watching
the building
of the model

Identifying
a complete
sentence

Recalling
the period

Recalling use
of a capital letter

Building
the sentence

Noting
word order

Building other
sentences

Tidying up

Practicing
rudiments
of printing

Put the period card at the end of the sentence.

“This dot is called a period. When we write something, we put a period at the end to show that what we have said is finished.

“Look at the beginning of the first word — where the green dot is. What kind of letter do you see?”

“Yes, it’s a capital letter. When we start to write something, we always put a capital letter at the beginning of the first word.”

• Look Curt .

Let two or three children read the sentence aloud. Then have the pupils find the word card for *Curt* in their word banks, and distribute the new card for *Look* and the period card.

“Now, see if you can build the same thing on your desks. Look at what I have put in the pocket chart to help you.

“Remember, start with the word next to the green dot and go to the right.” Allow time for the pupils to build the sentence.

“Is everyone finished? Did you remember to put the period at the end, to show that it is finished?”

Allow several children to read back the sentence they have built. Then have them put the cards up at the top edge of their desks, out of the way, as you remove the model from the pocket chart.

“Now, I’m going to build a longer one. It will be longer because it will tell more. Watch me.

“I’ll start at the left, where the green dot is, and go to the right.”

In the pocket chart build:

• Look Curt a jet

Read the sentence, indicating by your voice intonation that it is complete.

Ask, “Is this finished? Yes, it is finished. It tells Curt what to do and it tells him what to look at.

“What should I put at the end to show that it is finished? That’s right. I should put a period.” (If the children refer to the period as a dot, accept the response and reword your sentence to “I should put a dot called a period.”) Put the period card in place.

• Look Curt a jet .

Call attention to the capital letter at the beginning of the sentence and elicit that we always use a capital letter at the beginning when we start to write something.

Let two or three pupils repeat the process of building the sentence in the pocket chart. Then distribute the new *a* and *jet* cards and have the pupils build the sentence on their desks. Stress the importance of putting the words in the correct order. “If the words are not in the right order, it does not tell the same thing.”

Proceed in the same manner with the sentences:

• Look Pat .

• Look Pat a jet .

When the lesson is finished, have the word cards put in the word banks and the word banks put back on the shelf.

Note. Since the comma is not to be taught at this level commas have been omitted from the sentences to avoid confusion.

Printing

Page 3 of *Spirit Duplication Masters* or *Self-Help Activities* will serve as an introduction to the rudiments of printing.

SEAT WORK

Mr. Mugs Book

Page 15 Word Recognition. Coloring a picture and reading the words below the picture.

Page 16 Word Recognition. Cutting out words and pasting them in the correct locations.

Page 19. Auditory Discrimination of Initial Phonemes /p/ and /k/. Drawing pictures of objects whose names begin with the same sounds as words *Pat* and *Curt*.

Page 20. Auditory Discrimination of Initial Phoneme /m/. Coloring pictures of objects whose names begin with same sound as word *Mommy*.

Spirit Duplication Masters/Self-Help Activities

Page 3 Introduction to Printing. Drawing lines and circles.

Page 4 Auditory Discrimination of Initial Phoneme /m/. Coloring pictures of objects whose names begin with same sound as word *Mommy*.

ALTERNATE STRATEGIES

Word Recognition

Objectives

Recognizing the shapes of the new words *look* and *a jet*

Classifying pictures

Perceiving rhyme

Practicing auditory perception of /m/, /p/, /k/

Recognizing letters of the alphabet

Building words

Configuration

Objective

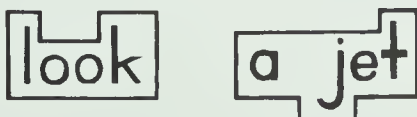
Recognizing the shapes of the new words *look* and *a jet*

Materials Needed

A sheet of paper for each pupil on which the words *look* and *a jet* are printed

Procedure

Distribute the sheets of paper with *look* and *a jet* printed on them. Have the pupils draw a "frame" around each one.



Let's Sort

(Mr. Mugs Games)

Readiness Reinforcement

Objective

Classifying pictures

Number of Players

One or two

Materials Needed

Picture sets of 12 cards for each set.

Set 1 — food: fruit, vegetables, meat

Set 2 — clothing: for hands, head, feet

Set 3 — furniture: living room, kitchen, bedroom

Other picture sets might be, transportation: land, sea, air; living things: land, sea, air; clothing: babies, children, adults.

Classification Boards with appropriate headings



Procedure

Each pupil is given a classification board and one set of pictures to go with it. He or she sorts the pictures into the appropriate categories. The more able student could handle two sets of picture cards and classification boards. If two people are playing, divide the 36 picture cards evenly and the first person who sorts his or her cards correctly wins.

Miming Rhyme

*Decoding
Skills:
Perceiving
Rhyme*

Objective

Thinking of and miming rhyming words

Number of Players

Any number

Procedure

The teacher says a word and the players mime an action that rhymes with the word; for example:

top — hop
lump — jump
lip — skip or flip

hide — slide
ball — crawl
hit — sit

fun — run
talk — walk
hole — roll

Rhyme Wheel

*Decoding
Skills:
Perceiving
Rhyme*

Objective

Matching rhyming pictures

Number of Players

One

Materials Needed

Rhyme wheel — a wheel with spokes and an inner and outer section, the inner section having pictures between the spokes, the outer section being blank between the spokes.



Rhyming pictures — pictures that rhyme with the inner-circle pictures of the wheel, on individual cards which will fit into the sections of the outer part of the wheel

Procedure

The pupils are to look at each picture on the inner part of the wheel, find a card depicting a rhyming picture, and place it in the blank space in the outer circle of the wheel.

Decoding
Skills:
Phonemic
Analysis

Race for the Top

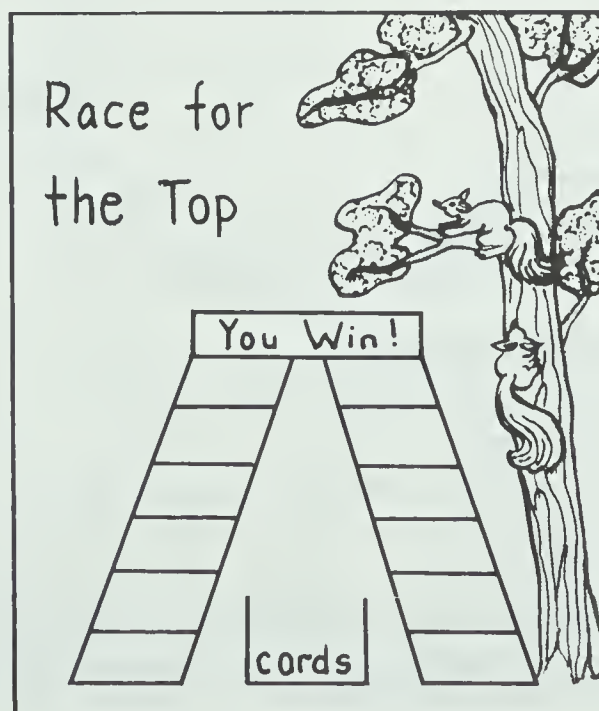
(Mr. Mugs Games)

Objective

Practicing auditory discrimination of initial /m/

Number of Players

Two



Materials Needed

Race for the Top game board

Picture cards

14 with pictures of objects beginning with *m*

2 with pictures of objects beginning with *p*

2 with pictures of objects beginning with *c*

Procedure

The cards are placed face down on the space provided. Taking turns, each player selects a card and decides if the pictured word begins with *m*. If it does, the pupil places it on the ladder. If it doesn't, he or she puts the card aside. The first player to the top of the ladder wins.

Decoding
Skills:
Phonemic
Analysis

Listen!

Objective

Practicing auditory perception of /m/

Procedure

If some pupils are having difficulty in detecting initial /m/, pronounce a number of words beginning with *m* and have the children say them after you. Ask how each word begins and elicit that it begins like *Mommy*.

Say pairs of words, the first word of each pair being *Mommy*, and have the pupils decide whether or not the second word begins like *Mommy*.

Decoding
Skills:
Phonemic
Analysis

Let's Play Cards

Objective

Practicing auditory discrimination of /m/

Materials Needed

A pack of picture cards

Procedure

Play the card game suggested in Lesson 2, pages 36-37. Make sure there are a good number of cards whose pictures show objects beginning with *m*.

Initial
Writing:
Building Words

Building Words

Objectives

Building words

Recognizing *Mommy*, *Daddy*, *Pat*, *Curt*

Materials Needed

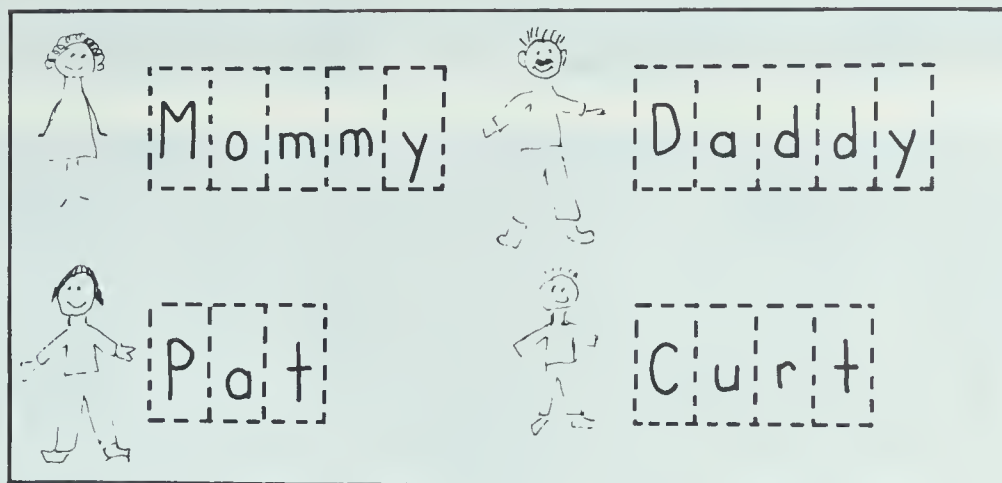
Four sheets of paper for each child

Word banks

Letter tickets for *Mommy*, *Daddy*, *Pat*, *Curt*

Procedure

The pupils are to draw pictures of *Mommy*, *Daddy*, *Pat*, and *Curt*, each on a separate sheet of paper. Beside each picture they are to build up the corresponding name, using letter tickets from their word banks.



When the activity is finished, have the pupils put the letter tickets in the envelopes in their word banks and return the word banks to the shelf.

Language
Development:
Alphabet
Skills

Alphabet Footprint Race

Objective

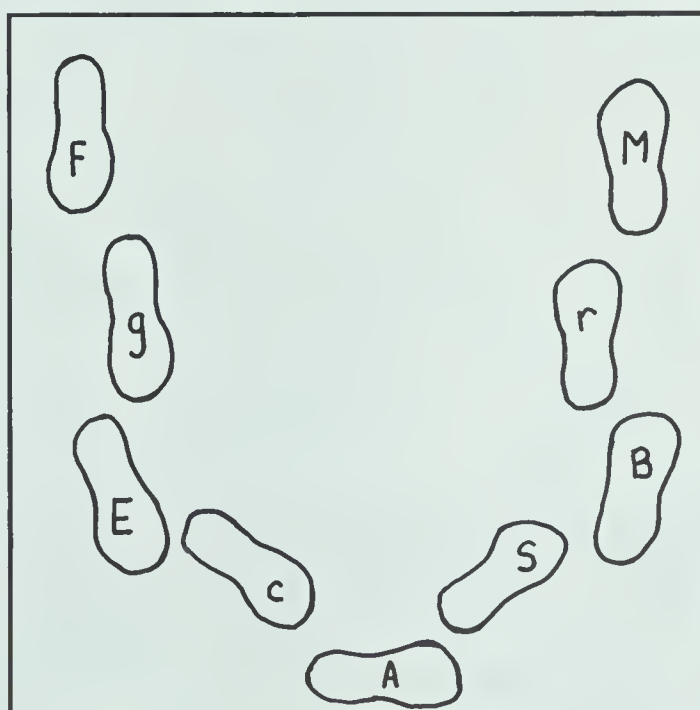
Recognizing letters of the alphabet

Number of Players

Two or three

Materials Needed

Two or three sets of footprints with capital letters on one side and small letters on the other.
Each set should be a different color.



Procedure

Give each player a set of footprints. Taking turns, each player draws a footprint from his or her pack, identifies the letter on it, and places it on the floor. If the pupil cannot identify the letter, the card is put at the bottom of the pack. The winner is the one who makes the longest track.

In this instance, the correct sequence is not important. Concentrate on letter recognition.

CONCEPT DEVELOPMENT

Developing The Theme

- Listening to poetry
- Perceiving rhyme
- *Enjoying choral speaking
- Developing facility in using language
- Developing powers of observation
- Noting and interpreting pictured details
- *Developing awareness of sequence in picture stories

Developing Sight Vocabulary

- Recognizing new words—*here, comes*
- Reading chalkboard sentences
- Noting left-right progression
- *Listening to follow directions

Readiness Reinforcement

- Recalling sequence of days; calendar
- Noting capitalization of names of days of the week
- Recalling ordinals: first, second, third, fourth, etc.
- *Listening to follow directions

Integrative Options

- Visual Arts—painting and modeling
- *Manipulative Activity—arranging pictures in sequence
- Physical Education—Developing laterality and balance
- Contributing to a group chart story
- Acquiring awareness of quotation marks
- Music—integrating sound and symbol; developing fluency
- Books—listening to and looking at story books, “reading” picture books

Decoding Skills

- Using context clues—listening to supply final word
- Listening to identify rhyming words
- Listening for initial sounds
- *Developing auditory perception of initial phoneme /d/
- *Matching definitions and pictures
- Listening to note initial sounds in names and words
- Using context and phonemic clues to complete sentences

Language Development

- Developing sentence awareness: listening to complete sentences
- *Noting left-right, top-bottom progression: in stories, in picture stories
- Recognizing capitalized and small-letter forms
- Noting and using capitalization in sentences and names
- Noting and using punctuation
- Using language

Initial Writing

- Contributing to a chalkboard story
- Giving individual story dictations
- *Developing awareness of story structure and sequence
- Building sentences, using word cards
- Using capitals and periods in sentences
- Checking correct word order in sentences
- Checking correct word order in sentences
- Practicing rudiments of printing

Seat Work

- Mr. Mugs Book*: page 21—recognizing vocabulary words
- pages 23, 24—practicing auditory discrimination of /p/, /k/, /m/, and /d/
- page 25—matching capitalized and small-letter forms
- Spirit Duplication Masters/Self-Help Activities*:
- page 5—practicing rudiments of printing
- page 6—practicing auditory discrimination of /d/

Alternate Strategies

- Recognizing vocabulary words
- Recalling ordinals and left-right, top-bottom progression
- Practicing good listening habits
- Following oral directions
- Using rhyming skills
- Practicing auditory perception of initial phonemes

Literary Appreciation Skills

- Listening to poetry
- Detecting rhyme in poetry
- *Enjoying choral speaking
- *Reading and interpreting a picture story
- *Noting sequence of events
- *Valuing a story idea
- *Composing a sequel
- Contributing to a group chalkboard story
- Listening to supplementary picture books
- *Listening to and dramatizing nursery rhymes
- Dictating stories
- *Becoming aware of story structure

Comprehension:-

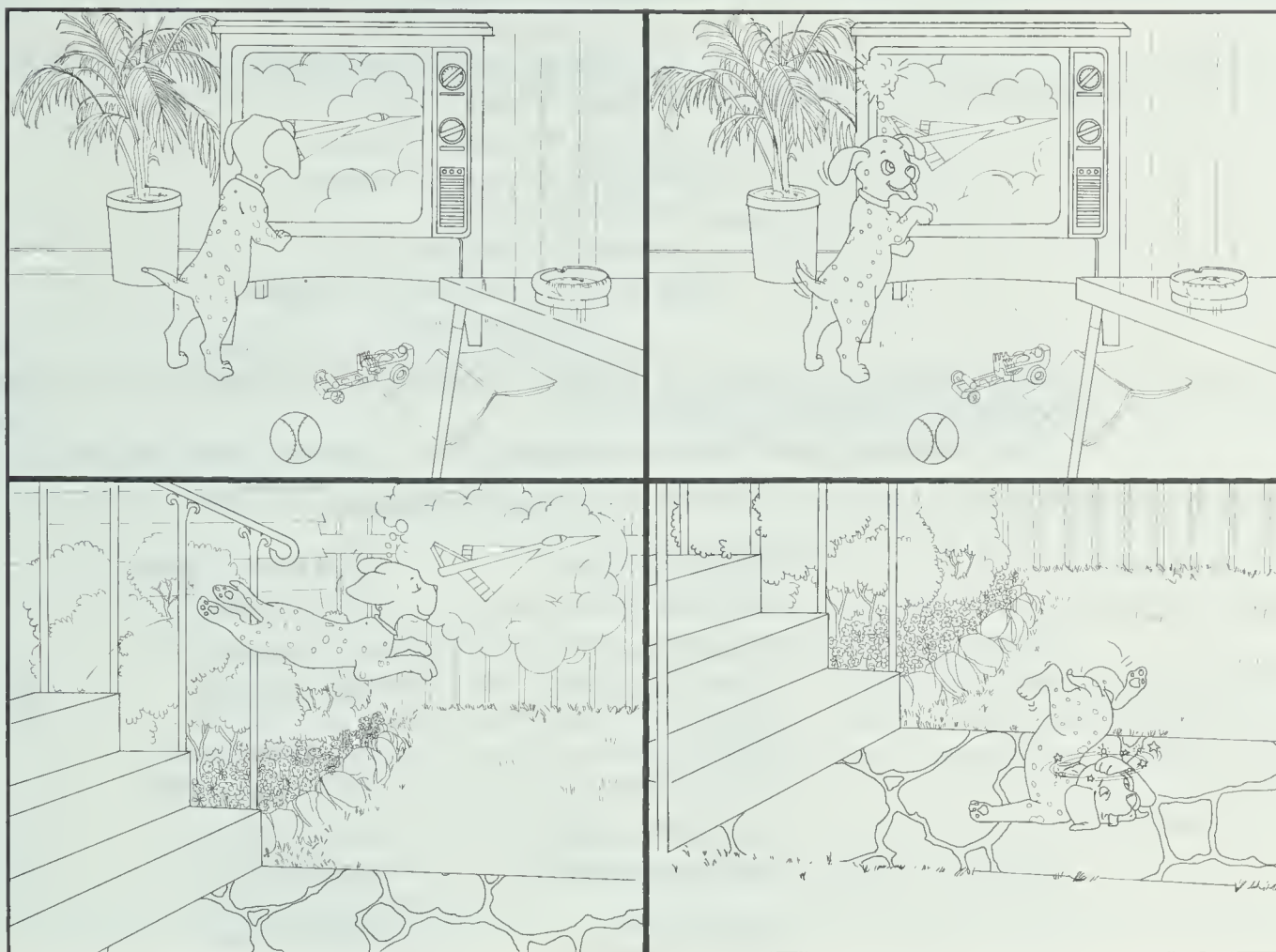
Literal Critical Creative

- *Interpreting a picture story
- Drawing inferences
- *Inferring feelings
- *Predicting outcomes
- Valuing
- *Understanding sequence—first, second, third, etc.
- *Following directions
- *Expressing main idea in a title
- Using context clues to complete sentences
- Matching definitions and pictures
- Using context and phonemic clues to complete sentences
- Checking pupil-completed sentences for sense

Listening

- Listening to poems to detect rhyming words
- Listening to learn words
- Listening attentively in discussions
- Listening to hear names called
- Listening to follow directions
- Listening to each other's sequence stories
- Listening to a chalkboard story
- Listening to learn the words of a song
- Listening to supplementary books
- Listening to complete sentences
- Listening to detect initial sounds
- Listening to use context and phonemic clues
- Listening to check completed sentences

*Initial Teaching of Skills



CONCEPT DEVELOPMENT

Objectives

Listening to poetry
 Perceiving rhyme
 Enjoying choral speaking
 Developing facility in using language
 Developing powers of observation
 Noting and interpreting pictured details
 Developing awareness of sequence in picture stories
 Recognizing the new words *here* and *comes*
 Recalling sequence and ordinals

Materials Needed

Chart 7 or *Mr. Mugs*, page 10. All but the first frame of the picture should be covered with removable sheets of paper.
 Individual name cards
 Large calendar

Perceiving Rhyme

*Listening to
 perceive rhyme*

"I've found a poem with some good rhyming words in it. Listen for the rhyming words as I read the poem to you."

from Jamboree

A rhyme for ham? Jam.
A rhyme for mustard? Custard.
A rhyme for steak? Cake.
A rhyme for rice? Another slice.
A rhyme for stew? You.
A rhyme for mush? Hush!
A rhyme for prunes? Goons.
A rhyme for pie? I.
A rhyme for iced tea? Me.
A rhyme for pantry shelf? Myself.

David McCord

Depending upon the ability of the group, reread two to five lines at a time, pausing to have the children recall the rhyming words.

"Here's another poem with lots of rhyming words. Listen for the rhyming words in this one."

What They Said

It's four o'clock, Said the cock.	Let's have a spree, Said the bee.
It's still dark, Said the lark.	But where? Said the hare.
What's that? Said the cat.	In the barrow, Said the sparrow.
I want to sleep, Said the sheep.	I'm too big, Said the pig.
A bad habit, Said the rabbit.	In the house, Said the mouse.
Of course, Said the horse.	But the dog said — Bow-wow, It's too late now.

Rose Fyleman

Again, reread two to five couplets at a time, pausing to have the children identify the rhyming words.

The pupils would probably enjoy participating in a choral speaking of either of these poems. In the first poem, "*from Jubilee*," the teacher could ask the question in each line and the pupils could supply the rhyming-word answer in unison. In "*What They Said*," the teacher could say the first line of each couplet and the pupils the second.

*Enjoying
choral speaking*

Presenting the Chart

When work with the poems has been completed, present the chart to the children with all but the first frame covered. (The frames should be covered by individual sheets of paper so that they can be uncovered one by one.)

Have the children look at the picture and give a rhyming word for each of the following things: *dog, plant, ash tray, ball, jet, skate, wall, blue, brown, rug*.

Ask the children to tell you the story that is happening in this first picture.

"What is the dog watching? What program might this be?"

Uncover the second frame and ask:

"What do you think the dog is thinking in the second picture? Why?"

"How do you think the dog feels in this picture? What makes you think so?"

"Why do you think the dog turned around in this picture? What do you think is going to happen in the next picture?"

Uncover the next frame and have the children tell what is happening.

"When the dog jumps off the step what is he thinking about? What do you think he is trying to do in this picture?"

*Discussing
Chart 7*

*Supplying
rhyming words*

*Interpreting
a picture*

Inferring

*Predicting
outcome*

*Interpreting
Inferring*

<i>Predicting</i>	"What do you think is going to happen in the next picture? Why?"
<i>Interpreting</i>	Uncover the fourth frame and have the children explain what happened.
<i>Inferring</i>	"How does the dog feel now? How does his face look. Do you think he expected this? Why not?"
<i>Valuing</i>	"Is this a true story? Why not?" "Can a dog really understand what is happening on TV? Why not?"

Presenting the New Words

New Words

here comes

*Reading the
new words
in context*

"Look at this second picture again.
"When the dog turned around he was thinking something." Print on the chalkboard:
Look! A jet!

Read the words, then ask several children to read them. Print beneath the above words:

Here comes a jet!

Read this sentence to the children, then ask several children to read the whole thing. As the children read, sweep your hand from left to right under the words.

*Reading aloud
in unison*

Read the two sentences again, then have the children read them aloud with you.

Divide the pupils into two groups. Let one group read the first sentence aloud and the other group read the second sentence. Let them do this two or three times. Sweep your hand from left to right under the lines as they read them.

*Responding to
the new words*

Distribute individual name cards. Send four children out of the room. Ask them to stand just outside the open door until they hear their name called. Then say,

"Here comes Mary.

"Here comes Angelo.

"Here comes Olga.

"Here comes Jimmy."

As each name is mentioned, the child will come into the room, holding his or her name card up for all to see.

Repeat with several other groups of four.

Readiness Reinforcement

Concepts

Sequence Ordinals

*Recalling
sequence of
days; calendar*

Review the days of the week, this time stressing which comes first, which day is second, and so on. The children might have to be told that Sunday is the first day of the week. (Put a green dot beside the word *Sunday*.) They will then see clearly on a calendar the progression of the days of the week. Recall that we always use a capital letter at the beginning of the names of days of the week.

*Looking at
Chart 7*

Using the chart, stress the sequential development of the picture story and emphasize the ordinals *first*, *second*, *third*, and *fourth*.

*Playing a game:
listening to
follow oral
directions;
noting
ordinals*

The pupils might enjoy playing the following game. Have seven pupils line up and number from the left. Using the children's names, say: "Jennifer is the first, Andy is second, Neil is third, Erin is fourth, Nona is fifth, Paul is sixth, and Carol is seventh. Now, listen carefully and do what I ask you to do."

Give instructions such as:

"Will the first person clap twice?"

"Will the fourth person jump once?"

And so on.

INTEGRATIVE OPTIONS

Visual Arts

Painting a Sequel. Have the pupils paint a sequel to the story of the TV pup.

“What happened after the dog fell?”

“Did his master come?”

“Did some boys and girls play with him?”

When the pictures are finished, have the children suggest a title for the story.

Modeling. Some youngsters might enjoy making jets or dogs out of plasticene.

Manipulative Activity

Arranging Pictures in Sequence. Provide individual children with a pocket chart and a set of three or four pictures which will tell a story when placed in the right order. Comic strips suitable for children of this age are good for this purpose. Put a green dot at the left side of the pocket chart to show where the first picture should be placed.

Direct the children to look at the pictures and see what story they will tell. Have them choose the picture that shows what happens first in the story and put it in the pocket chart where the green dot is. Have them choose the picture that tells what happens next, and put it in the pocket chart beside the first one. And so on.

When they have finished, ask them to check to be sure everything is in the right order to tell the story correctly. Invite each child to show you his or her pictures, and “read” them to tell you the story. Then let the pupils choose partners and show and tell their stories to each other.



Developing the Concept of Laterality and Balance. 1. Form a checkered path of colored squares on the floor — blue squares to be used by the right hand, foot, or knee; red squares to be used by the left hand, foot, or knee. Use Scotch tape or an easily removable adhesive to hold the squares in place.

Let the children walk, crawl, and run the length of the checkered path, putting feet, hands, and knees on the designated colors.

2. The children would enjoy hopping through hoops on the floor, an excellent activity for developing the concept.

3. (a) Balancing a beanbag on their heads, have the pupils walk forward, sideways, and backwards.

(b) Have the pupils walk forward, sideways, and backwards while tossing a beanbag in the air and catching it.

Contributing to a Chalkboard Story. “Let’s write a chalkboard story about the TV pup. What would you like to say about him?” Print on the chalkboard the exact words of each pupil; any attempt to manipulate or structure the language will destroy the interest. Don’t have the story too long.

As you prepare to print the story, ask: “Where do I start the first line? Which way do I go?”

When you come to the end of the line ask, “Where do I start the next line? Which way do I go?”

Some lines may run like this:

Jean said, “The TV pup likes jets.”

Peter said, “I like him when he’s flying down the stairs.”

When the story is finished, read it to the pupils. Do *not* expect them to be able to read it.

If the children wonder about the quotation marks, explain that these are used in writing to show the parts the people said.

Integrating Sound and Symbol; Developing Fluency. Again using the last part of the alphabet song, tell the children,

“We’re going to sing our song again. We are going to find some new words for the song.”

The image shows two staves of musical notation. Each staff begins with a treble clef and a single sharp (F#) on the first line, indicating the key of D major. The first staff contains four measures: 'Here' (quarter note), 'comes' (quarter note), 'Ma - ry' (half note), and 'Here comes Jim' (half note). The second staff also contains four measures: 'Here comes Sus - an' (half note), 'Jack' (quarter note), 'and' (quarter note), and 'Tim.' (half note). The lyrics are written below the notes.

Follow the procedure as in Lesson 2, page 25. Remember that the purpose of this exercise is to help children move their eyes along print while they are singing and also to associate the one clap with each note. There is no need to discuss the notes with them at this stage.

The children will enjoy having their own names included in the song. Try to find rhyming names to use at the ends of the lines.

If the children are having difficulty keeping time, provide additional input for them by tapping the board rather audibly. Making very brisk, staccato movements as you tap also helps children keep time.

Books for Listening and Looking

Mrs. Dog's Own House, by Mary Calhoun. Morrow.

Friends persuade Mrs. Dog to make elaborate changes in her cosy home. She finally realizes the foolishness of it and changes back to her original comfortable house.

The Secret Toy Machine, by Polly Cameron. Coward, McCann & Geohegan.

A big shaggy dog invents a toy machine.

Kitten for a Day, by Ezra Jack Keats. Watts.

A puppy who plays with kittens all the time thinks he's a kitten too.

Theodore, or the Mouse Who Wanted to Fly, by William Papas. World.

A cartoon-strip style story about a mouse who is determined to fly even if he breaks every bone in his body in the attempt.

The Wonderful Hunting Dog, by Lynn Sweat. Macmillan, N.Y.

A delightful nonsense fantasy story.

Jeremiah Knucklebones, by Jan Wahl. Holt, Rinehart & Winston.

Adventures of a boy dog who rides off on a bike.

Bird Boy, by Philip Wende. Cowles.

A boy wishes to become a bird and fly in the air. He finally does so, and learns that flying may be fun, but there are too many disadvantages to being a bird, such as cats and other enemies.

Picture Books

Books for Looking and Imagining

Bobo's Dream, by Martha Alexander. Dial Press.

A dog dreams of a way to get back for his young master a football that was taken by some bullies. No text.

The Witch Kitten, by Ruth Carroll. Parents Magazine Press.

A kitten's adventures on a witch's broom. No text.

A Boy, a Dog, and a Frog, by Mercer Mayer. Dial Press.

A boy and his dog try to catch a frog. No text.

A Film to Watch

The Man Who Wanted to Fly (A Japanese tale). 11 mins., color. CORF.

DECODING SKILLS

Objectives

Using context clues

Identifying rhyming words; developing an awareness of phonograms.

Developing auditory perception of initial phoneme /d/

Materials Needed

Chart 7

"D" Box. Place in a shoe box nine items, the names of six beginning with *d*, the names of three beginning with other consonants; for example, a toy dog, a dime, a doll, a toy duck, dice, a dish; a book, a piece of chalk, a pebble.

Chart 8, the phonemic chart for initial /d/

Word Meaning

Read the following to the children, ending each time with an unfinished inflection of the voice to indicate that something is missing. Ask the children to supply the missing word. Remind them that the word must make sense; it must be something that is in the picture.

The pup is looking at _____.

Beside the TV there is a _____.

Using context clues to complete sentences based on Chart 7

Something in the picture that rolls is a _____.
 The pup is jumping down the _____.
 He landed on his _____.

Identifying
rhyming words

Perceiving Rhyme

The two poems at the beginning of this lesson will have given the pupils good practice at detecting rhyming words. If more practice is desired, recite a nursery rhyme, such as "Curly Locks, Curly Locks" or "Hey Diddle, Diddle", and have the children pick out the rhyming words. Then let the pupils dramatize or pantomime the action as you recite the rhyme again.

For additional practice in the rhyming skills, see "Alternate Strategies" — "Have a Heart," on page 70.

Developing
auditory
perception of
initial
phoneme /d/
Key word "Daddy"

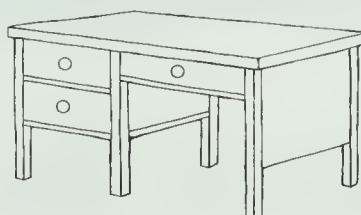
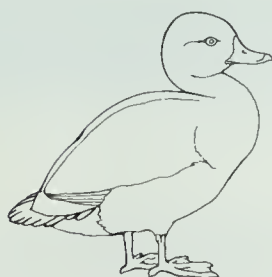
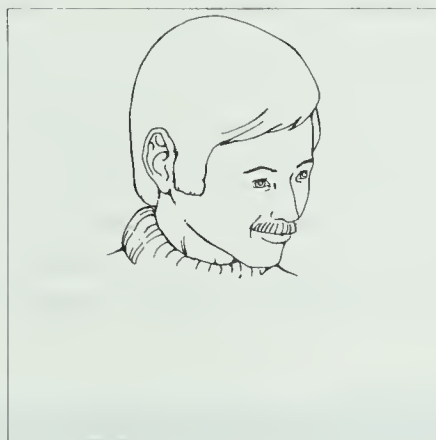
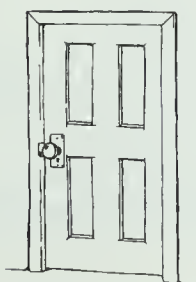
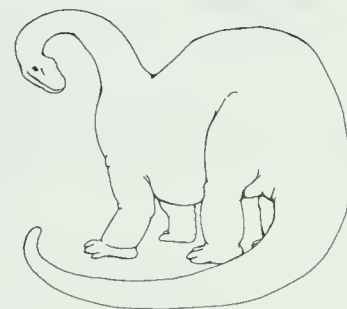
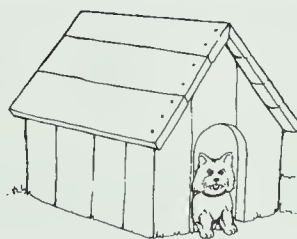
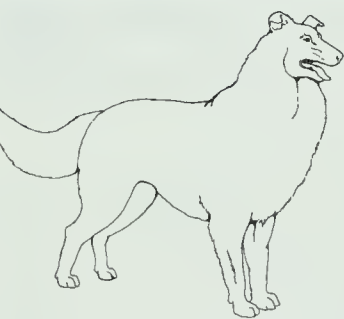
Phonemic Analysis

Place the "D" Box on your desk or on a table, and follow the procedure set forth in previous lessons:

- Ask individual children to take each item from the box in turn and identify it.
- Pronounce the word *Daddy* as the pupils listen for the beginning sound.
- Have the children note the position of their tongues as they begin to say the word *Daddy*.
- Take three items from the box — dog, dime, dish — and lead the children to notice that they all begin like *Daddy*.
- Let pupils come one at a time, pick up an item, identify it, and determine whether or not the name begins like *Daddy*. If not, the item is put back in the box.
- Note that all the items left out of the box begin like *Daddy*.
- Return all items to the box.

Working with
the "D" Box

Matching
definitions
and pictures



"Whose picture do you see in the middle of this chart? Yes, it's a picture of Daddy.

"Jerry, can you see a picture of a place where a dog lives? Come up and point to it. What is it? Yes, it's a doghouse."

Continue in the same manner, using clues such as the following:

- ... a picture of a big animal that lived long, long ago.
- ... a picture of someone who helps us when we're sick.
- ... a picture of a bird that swims.
- ... a picture of something to play with.
- ... a picture of something we open to go into the house.
- ... a picture of an animal that is a favorite pet.
- ... a picture of something we work at.

When the pictures have all been identified in response to the definitions, point to each picture in turn and ask:

"Lisa, what is the name of this picture? Does *dog* begin like *Daddy*?" Etc.

When all the pictures have been named, say the names again and lead the children to realize that all the pictured items on the chart begin like *Daddy*.

Pronounce the name *Daddy* again as the pupils listen for the beginning sound. Ask all those children whose names begin like *Daddy* to stand up. Let each child say his or her name as the others listen to determine whether or not the name really does begin like *Daddy*. Ask the pupils to suggest other names that begin like *Daddy*.

Read the following sentences to the pupils as they listen to note words beginning like *Daddy*.

Dorothy will dance after dinner.

David lost a dime after dark.

Did you go to the dentist?

Repeat each sentence and have the children clap every time they hear a word that begins like *Daddy*.

"Now let's have some more fun thinking of words that begin like *Daddy*. I'm going to read some sentences to you and I'm going to leave out the last word. I want you to think of a word that will finish each sentence. The words you think of must begin like *Daddy*."

Read the following sentences, ending with an unfinished inflection to indicate that something is missing. Elicit words beginning with *d* to finish the sentences. Suggested answers are indicated. Accept any correct responses.

When I hear music I like to _____. (dance)

The name of a pretty white flower is _____. (daisy)

A pet that boys and girls love is a _____. (dog)

Put the dog's food in his _____. (dish)

An elevator goes up and _____. (down)

I turned round and round until I was _____. (dizzy)

Nick put the papers on the teacher's _____. (desk)

Additional practice is provided in the *Mr. Mugs Book* and in the *Spirit Duplication Masters* or *Self-Help Activities*. See under "Seat Work," on page 68.

Further reinforcement is provided in "Alternate Strategies" — "The Sound Tree," pages 70-71; "Listening and Looking," page 71; "Let's Play Cards," page 71.

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness

Noting left-right, top-bottom progression in stories; in picture stories

Recognizing and matching capital and small-letter forms

*Listening
to note
initial sounds
in names*

*Listening to
detect words
beginning
like Daddy*

*Using context
and phonemic
clues to
complete
sentences*

Sentence Awareness

Completing
sentences

Remind the children:

"If you want to tell someone something, you have to be sure to finish what you want to say, so that the other person will know what you mean. I'm going to tell you something, and I want you to listen and let me know if what I say is finished or not."

Read the following incomplete sentence, ending with an unfinished inflection:

My favorite food is . . .

"Is that finished? No it isn't finished because I haven't told you *what* my favorite food is. Who can tell me what my favorite food might be?"

"Yes, it could be chocolate cake. Listen." (Use finished inflection.)

My favorite food is chocolate cake.

"Is it finished now? Why? Yes, it is finished now because I have told you the whole thing. I have told you *what* my favorite food is.

"Listen again, to see if it makes sense." Read the sentence again.

"Yes, it makes sense. Lots of people like chocolate cake."

Continue in the same manner with the following, indicating by voice intonation when a sentence is or is not complete, and eliciting words or phrases to complete each one.

Here comes a . . .

For breakfast I had . . .

I saw a cat and then . . .

My teacher asked me to . . .

The aspects of a sentence are reinforced in "Initial Writing: Building Sentences."

Left-Right, Top-Bottom Progression

Noting
left-right,
top-bottom
progression
in stories

Call attention to the chart story about the TV pup on the board. (Put a green dot beside the first word.) Ask a volunteer to point out the first word of the top line of the story. When the word is pointed out, say, "Yes, a story starts at the left and goes to the right."

Read the chart story to the pupils, sweeping your hand from left to right under each line as you read.

"A story starts at the left, and the top line is first. Every line of a story starts at the left.

"When you read a story, you start at the left side of the top line and read to the end of the line. Then you start at the left of the next line down and read to the end of the line. You keep going this way until you come to the end of the story."

Read the story again, sweeping your hand from left to right under each line. "You read a story from left to right and from top to bottom."

Now have the pupils look again at the picture story on Chart 7, or on page 10 of *Mr. Mugs*. Have the pupils identify the sequence of the pictures, and conclude, "A picture story is just like a regular story. You start at the left side of the top row and go to the right, until you come to the end of the row. Then you start at the left of the next row down and go to the right. You read the pictures from left to right and from top to bottom."

Left-right progression is reinforced in "Concept Development: Presenting the New Words," in "Integrative Options: Arranging Pictures in Sequence," "Contributing to a Chalkboard Story," and the music activity, and in "Initial Writing: Building Sentences."

Alphabet Skills

Recognizing
capital and
small-letter
forms

Compare capitalized and small-letter forms. Place the following on the chalkboard and have the children read them. Call attention to the difference between the capitalized and small-letter forms of the first letters in each pair of words.

Here
here

Comes
comes

Look
look

A Jet
a jet

Additional practice is provided as seatwork in the *Mr. Mugs Book*, page 25.

Skills Involved in Other Strands of the Lesson Plan

Capitalizing

Capitalization at the beginning of sentences is involved in "Initial Writing: My Own Story Book" and "Building Sentences." Capitalization of names is noted in "Concept Development: Readiness Reinforcement" and in "Initial Writing: Building Sentences."

Noting
punctuation

Quotation marks are observed in "Integrative Options: Contributing to a Chalkboard Story." The period is noted and used in "Initial Writing: Building Sentences."

Using language

The noting of the children's use of language is carried on as in previous lessons in the "Concept Development" section of this and subsequent lessons.

INITIAL WRITING

Objectives

Contributing to a chalkboard story
Giving individual story dictations
Developing awareness of story structure and sequence
Building sentences, using word cards
Developing awareness of capitalization and periods in sentences
Realizing importance of correct word order in sentences

Materials Needed

Chart 7 or *Mr. Mugs*, page 10
Writing My Own Reader
Pocket chart
Individual word banks
Word cards for *Here* and *comes* (new); for *a, jet, Pat, Curt, Daddy* (from word banks)
Punctuation card for the period (from word banks)
Rebus cards for *car* and *bird* (new)
A strip of black paper for each pupil. If the sentences are built on the black strip, there will be no confusion between the sentence being built and the other word cards on the desk.

Composing Stories

The children, with the teacher, might like to build a story on the chalkboard about the TV pup.

Try to take at least four story dictations today, as described on page 30 in Lesson 2

The pupils will develop an awareness of story structure and sequence in activities such as that in "Integrative Options: Manipulative Activity" on page 60.

Building Sentences

Direct the pupils to take the following cards from their word banks: *a, jet, Pat, Look, Daddy*, and the period, and place them face up towards the top of their desks.

Distribute the new word cards for *Here* and *comes*, and the rebus cards for *car* and *bird*, and have them put face up with the other cards on the desks.

Give each child a strip of black paper and have it put on the working area of the desk.

Print the following model sentence on the chalkboard, or build it in the pocket chart. (Don't forget to put a green dot, or a green dot card, beside the first word.)

Here comes a jet

Read the sentence to the pupils and ask:

"Is this finished?"

"Yes, it's finished. It tells us about the jet and what the jet is doing. Since it is finished, I had better put the period at the end, hadn't I?" (Put the period in or the period card in place.)

Noting left-right progression; using a capital letter

Building the sentence
Checking

Read the sentence again, noting that it starts at the left, where the green dot is, and goes to the right. Call attention to the first word and ask what kind of letter it starts with.



“Yes, when we start to write, we always begin with a capital letter, and we put a period at the end.”

Have the sentence read several times. Sweep your hand from left to right under the sentence each time.

“Now let’s see if you can build this sentence on your desks. You can look at the one I built to help you. Don’t forget to begin at the left, where the green dot is, and go to the right.”

When the pupils have finished, have them check their work to be sure the words are all in the right order and the period is in place. Then have the sentences read.

Have the sentences broken up and the cards put back at the top of the desk. Then proceed in the same manner to have the children build the following sentences, one at a time.

- Here comes Pat .
- Look Curt a jet .
- Look Daddy .
- Here comes a  .
- Here comes a  .

Tidying up

(Since the comma is not taught at this level, it is omitted from these sentences.)

When discussing the first three sentences above, include mention of the use of capitals at the beginning of names.

When the activity is finished, make sure all the cards are returned safely to the word banks and the word banks are put back on the shelf.



Printing

Practicing
rudiments
of printing

Page 5 of the *Spirit Duplication Masters* or *Self-Help Activities* will provide more practice leading towards the beginning of printing.

SEAT WORK

Mr. Mugs Book

- Page 21. Word Recognition. Cutting out phrases and pasting them with the correct pictures.
Page 23. Auditory Discrimination of Initial Phonemes /p/, /k/, /m/. Drawing pictures whose names begin with the same sounds as the words *Pat*, *Curt*, *Mommy*.
Page 24. Auditory Discrimination of Initial Phoneme /d/. Coloring objects whose names begin with the same sound as word *Daddy*.
Page 25. Visual Discrimination; Word Recognition. Matching capitalized and small-letter forms.

Spirit Duplication Masters/Self-Help Activities

- Page 5. Introduction to Printing. Drawing large and small lines, large and small circles.
Page 6. Auditory Discrimination of Initial Phoneme /d/. Coloring pictures of objects whose names begin with the same sound as word *Daddy*.

ALTERNATE STRATEGIES

Objectives

- Recognizing new words *here* and *comes*
- Recognizing ordinals *first* to *fifth*
- Applying concepts of left, right, top, bottom
- Forming good listening habits
- Following oral directions
- Matching rhyming pictures
- Practicing auditory discrimination of initial phonemes

Word
Recognition

Configuration

Objective

Noting the shapes of the new words *here* and *comes*

Materials Needed

A sheet of paper for each pupil, on which *here* and *comes* are printed

Procedure

Distribute the sheets of paper with *here* and *comes* printed on them. Direct the pupils to draw a "frame" around each word.

here

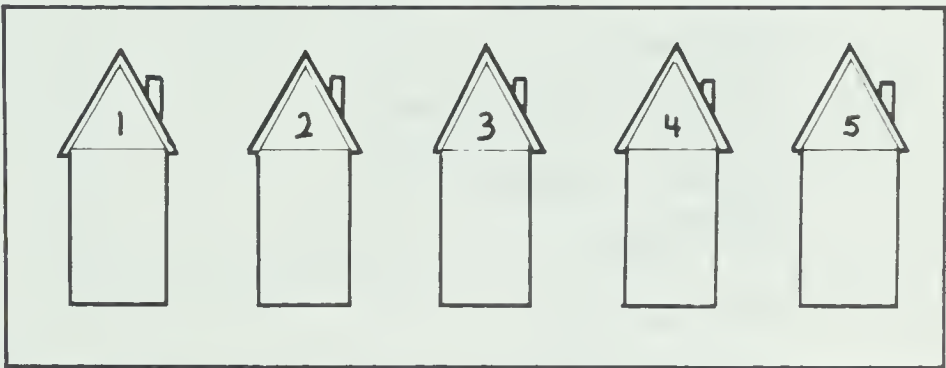
comes

Objectives

Recognizing and using ordinals *first* to *fifth*
Applying concepts of left, right, top, bottom
Listening to follow oral directions

Materials Needed

A sheet of paper for each pupil, with the outlines of five houses on it numbered 1-5.
1-5.



Crayons

Procedure

Distribute the sheets of paper. Ask the pupils to listen carefully and do exactly as they are told.

Give the following instructions. Allow sufficient time for the children to draw their responses.

1. Put a door on the first house.
2. Draw some flowers around the third house.
3. Put a chimney on the fifth house.
4. Put a car in front of the fourth house.
5. Put a window in the second house.
6. Draw a jet in the top left corner.
7. Put a sun in the top right corner.
8. Draw a dog in the bottom left corner.
9. Put a tree in the bottom right corner.

Once this has been done as a group effort, individual pupils may need further practice. In this case, similar instructions could be put on a tape and placed in the listening center. Be sure to allow sufficient time between instructions for pupils to draw their responses while listening to tapes.

Hoop Activity

Objectives

Recognizing ordinals
Listening to follow oral directions

Materials Needed

One hoop for each player

Procedure

Give sets of instructions for various movement patterns; for example:

- (a) The first thing you do is to pick up your hoop.
- (b) The second thing you do is to hold it above your head.
- (c) The third thing you do is to look through it.
- (d) The fourth thing you do is to place it on the floor.
- (e) The fifth thing you do is to jump inside the hoop.

*Decoding Skills:
Rhyming Skills*

Have a Heart

Objective

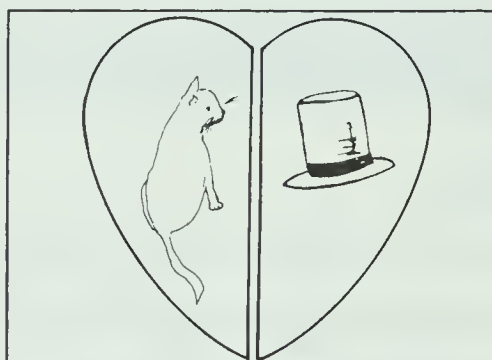
Matching rhyming pictures

Number of Players

Two or three

Materials Needed

12 hearts made of red construction paper. The hearts are cut in half. The two halves of each heart should have pictures of objects whose names rhyme.



Procedure

Place the heart pieces on the table face up. Taking turns, each pupil selects two parts that rhyme and makes a complete heart shape. The winner is the one with the most matched hearts.

*Decoding Skills:
Phonemic Analysis*

The Sound Tree

(Mr. Mugs Games)

Objective

Practicing auditory discrimination of initial /d/

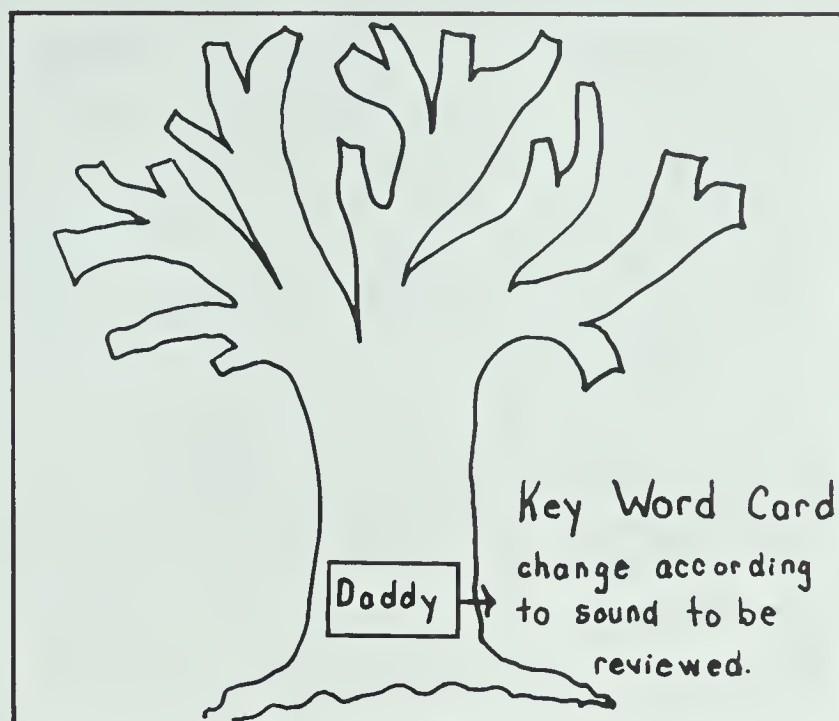
Number of Players

One child, or two working together as partners

Materials Needed

One outline of a tree, with branches but no leaves

A set of thirteen picture cards, ten picturing objects whose names begin with *d*, three picturing objects whose names begin with letters other than *d*
 One key word to go at the base of the trunk — “Daddy”



Procedure

The picture cards are placed face up. The player takes the first card, says the name of the pictured object, thinks about whether or not it begins like *Daddy*. If it begins like *Daddy*, the child may put it on the tree. If not, the card is discarded.

Decoding Skills:
Phonemic Analysis

Listening and Looking

Objective

Practicing auditory discrimination of initial phonemes /p/, /k/, /m/, /d/

Materials Needed

A number of pictures whose names begin with *p*, *c*, *m*, or *d*

Procedure

If any children show weakness in detecting any of the initial sounds presented so far, give them more practice in noting the beginning sound in a number of words by having them determine whether pairs of words are alike or different at the beginning and in identifying pictures of objects whose names begin with the sound being reinforced.

Decoding Skills:
Phonemic Analysis

Let's Play Cards

Objective


Practicing auditory discrimination of initial /d/

Materials Needed

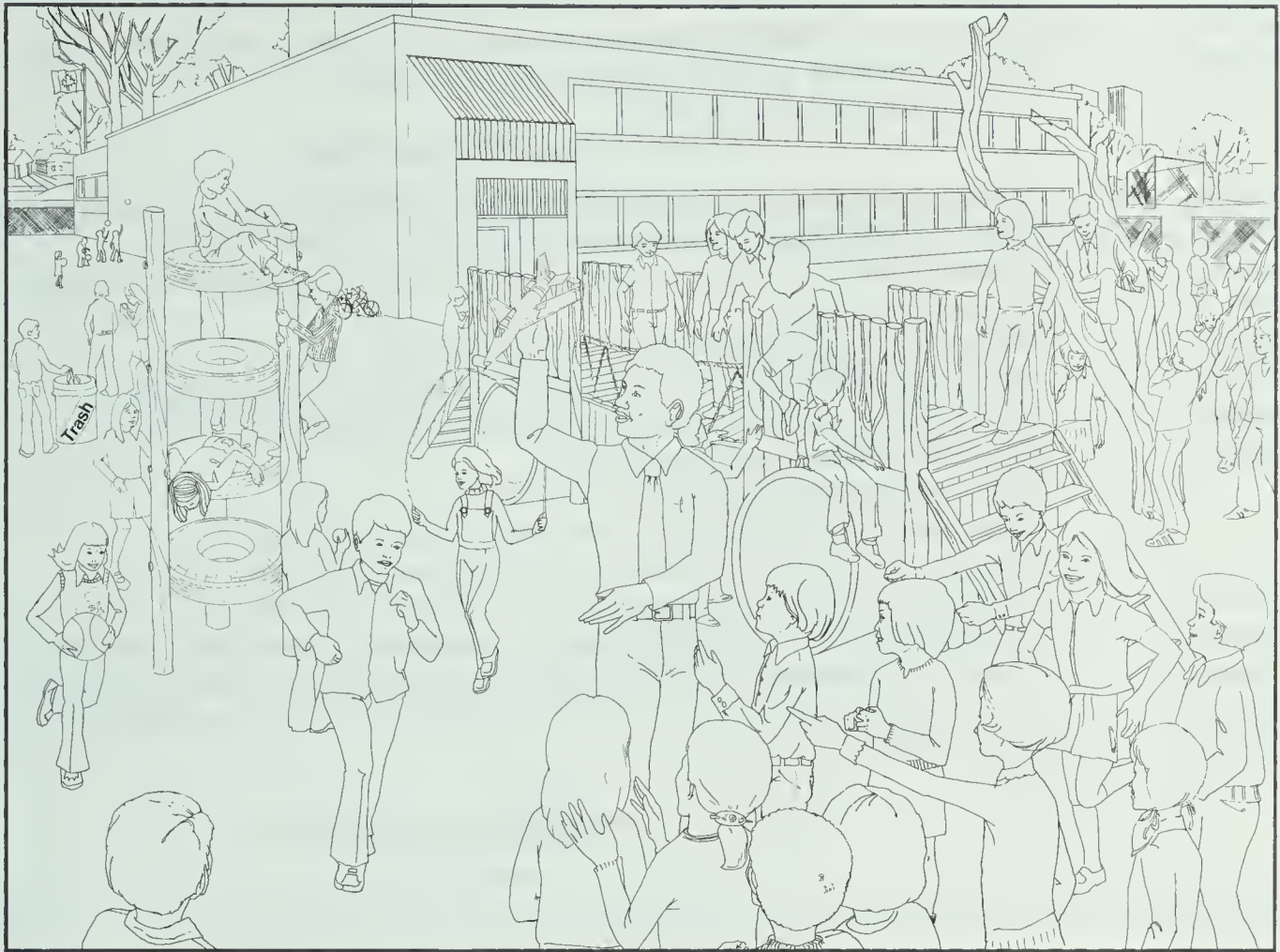
A pack of picture cards (see pages 36-37)

Procedure

Play the card game suggested in Lesson 2, page 36. Make sure there are a good number of cards whose pictures show objects beginning with *d*.

CONCEPT DEVELOPMENT		
Developing The Theme	Developing Sight Vocabulary	Readiness Reinforcement
Developing facility in oral expression Listening to poetry Developing powers of observation Interpreting pictured situation and details	Recognizing new word— <i>it</i> ★Acquiring awareness of pronoun and antecedent ★Posing and answering riddles	Recalling body awareness: body, waist, hip, head, neck, arms, hands, legs, feet
Integrative Options	Decoding Skills	Language Development
Listening to a poem for enjoyment Visual Arts—modeling, painting ★Making a group booklet ★Physical Education—developing body awareness ★Environmental Studies: science—taking a nature trip ★Interest Center—demonstrating visual awareness	Using context clues—listening to supply final word Listening to couplets to supply rhyming words Reviewing auditory perception of initial phonemes/p/, /k/, /m/, /d/ Using context and phonemic clues to complete sentences	Developing sentence awareness: listening to complete sentences Noting left-right progression in sentences Matching capitalized and small-letter forms Noting and using capitalization and punctuation ★Noting pronouns and antecedents Using language
Initial Writing	Seat Work	Alternate Strategies
Giving individual story dictations Building sentences, using word cards; recalling sentence requirements Recalling capitalization of names	<i>Mr. Mugs Book</i> : pages 26, 27—recognizing vocabulary words pages 29, 30—practicing auditory perception of initial /p/, /k/, /m/, /d/	Recognizing vocabulary words Using body awareness Practicing auditory perception of initial phonemes /p/, /k/, /m/, /d/ Recognizing letters of the alphabet
Literary Appreciation Skills	Comprehension:- Literal Critical Creative	
Listening to poetry Completing rhyming couplets Dictating stories	Drawing inferences Valuing ★Stating preferences Noting and recalling details Making comparisons ★Extending a theme Drawing inferences based on experience Using context clues to complete sentences Using context and phonemic clues to complete sentences Checking pupil-completed sentences for sense	 Listening Listening to a poem Listening attentively in discussions Listening to answer riddles Listening to play “Simon Says” Listening to follow directions Listening to complete sentences Listening to complete rhyming couplets Listening to detect initial sounds Listening to locate pictures Listening to use context and phonemic clues Listening to determine whether or not sentences are complete Listening to check completed sentences

★Initial Teaching of Skill



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Listening to poetry
 Developing powers of observation
 Interpreting pictured situation and details
 Recognizing the new word *it*
 Recalling parts of the body

Materials Needed

Chart 9, or *Mr. Mugs*, page 13

*Listening
to a poem*

Introducing the Theme

"I have a poem about school that I think you will like. Listen as I read it to you, to see what the person who wrote the poem thinks about school."

School

School is where we children go
 To learn the things we want to know.
 Our teacher teaches us to read
 And all the things that we will need.

And we have recess for time to play.
We can make new friends that way.

Inez Hogan

*Drawing
inferences;
valuing*

"Do you think the person in the poem likes school? Why, or why not? What do you think she likes best about school? Is that one of your favorite things about school too? Why?"

"Why is recess a good time to make new friends?"

Presenting the Chart

*Stating personal
preferences*

"What do you like to do during school play time? Who do you play with? What playthings do you like to use? What games do you enjoy?"

*Discussing
Chart 9*

Present Chart 9, or direct attention to page 13 of *Mr. Mugs*, and continue the discussion somewhat as follows:

*Inferring;
noting details*

"Where are the children? What are they doing?"

"Who do you think the man with the toy jet is? What is he doing?"

Recalling details

"Who does the jet belong to? Where did Curt get the jet?"

Inferring

"Why did he give it to the teacher?"

"What time of day do you think it is? Why?"

"What day of the week might it be? Why do you think so?"

"Is anyone in the picture unhappy? Why do you think so?"

Valuing

"Is this a happy or an unhappy school? Why do you think so?"

Comparing

"What things in the picture are like our schoolyard? What things are different?"

Extending theme

"If you could plan your schoolyard, what would you like to put in it? Why?"

Inferring

from experience

"Look at the trash can in the picture. Why do you think it is there? Why is it important to use the trash cans?"

Presenting the New Word

New Word

it

*Meeting the
new word*

"The teacher is going to fly Curt's jet. He says, 'Here comes a jet. Here it comes. Here it comes.'"

"What is coming? What will the children in front of the teacher have to do when 'it' zooms down towards them?"

Print the sentences on the chalkboard. Put a green dot at the beginning of each one.

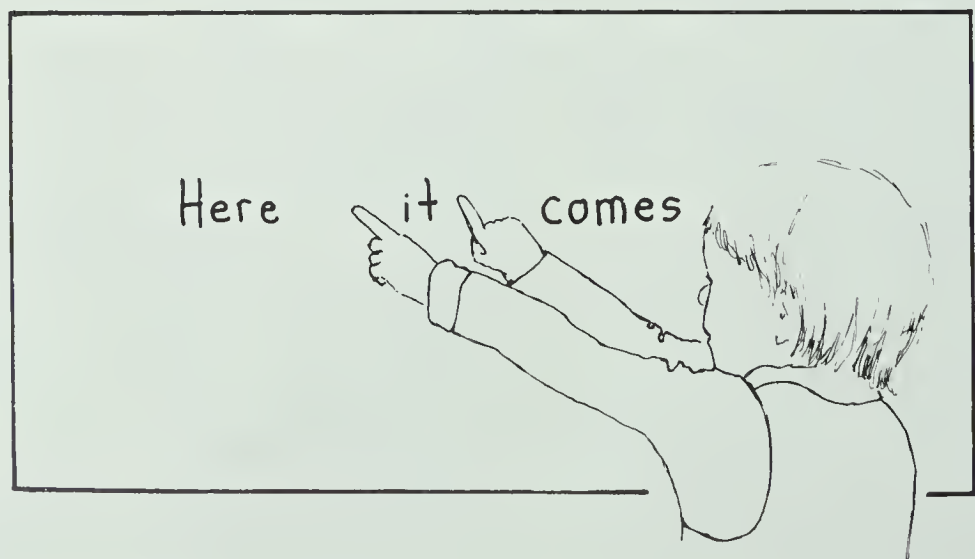
Here comes a jet.

Here it comes.

Here it comes.

*Reading and
identifying
the new word
in context*

Have the sentences read several times. Ask pupils to come to the board and frame the word *it*. (The pupil puts his left hand in front of the word, underlines the word from left to right with the forefinger of his right hand, and then puts his right hand at the end of the word.)




Acquiring
awareness of
pronoun and
antecedent


“Find the word that tells you where *it* is coming.
“What does *it* stand for?”

Let the pupils play the “It” game, guessing the answers to riddles such as the following. Ask them to start their answers with “It is a —”.

It is an animal.
It is found on a farm.
It grunts. It begins like Pat.
What is it?

Place the following on the chalkboard and have them read. Put a green dot at the beginning of each sentence. Ask pupils to circle the word *it* and explain what word it represents in each case.

Here comes a 
Here it comes.

Here comes a 
Here it comes.

Here comes a jet.
Here it comes.

Readiness Reinforcement

Concept

Body Awareness

head	body	legs
neck	waist	feet
hands	hip	arms

Identifying
parts of body

Playing
“Simon Says”

To review the parts of the body, stand facing the pupils and touch various parts of your body. Each time ask: “What am I touching?”

Let the pupils play “Simon Says.” Give directions to the children, sometimes beginning with “Simon says” and sometimes not. Each time a direction begins with “Simon says,” the children are to do as directed. If the direction does not begin with “Simon says,” the children are not to do it. Directions might be something as follows:

“Simon says, ‘touch your head’.” (Children touch heads.)
“Simon says, ‘put your hands on your hips’.” (Children do so.)
“Raise your right foot.” (Children do not do so.)
And so on.

In this type of lesson the pupils will discover their bodies in a new way. Stress not only the names of body parts but the idea of relative proportions as well.

Let the children compare heights and encourage them to make statements such as:

I come up to Peter’s neck.
I come up to Jane’s head.
John comes up to my shoulder.
Sandra comes up to Ken’s ear.

Additional reinforcement of body awareness is provided in “Alternate Strategies” — “Build a Body,” pages 82-83.

Comparing and
expressing
heights

Listening
to a poem

Listening for Enjoyment. Read the following poem to the children as they listen for enjoyment.

INTEGRATIVE OPTIONS

A Man

I like to draw a man.
He stands up big and tall,
He has a head on top,
It's round just like a ball.
Below he has a neck
And shoulders very wide,
I'll give him nice long arms
To stretch out at each side.
His coat has buttons big,
And on his arms are hands,
His legs are very long,
And on his feet he stands.
I like to draw a man
So big and strong and tall,
And when my drawing's done
I'll hang it on the wall.

Lois Lenski

Visual Arts

Modelling. Some children might wish to model a body out of plasticine.

Painting Life-Size Bodies. Using Kraft paper, have the pupils make outlines of their bodies. Let them work with partners to make the outlines.

Direct the children to paint in the clothing and features and cut the shapes out. Use these for comparative discussion; for example, "Whose legs are longer? Whose arms are shorter?"

Prop the completed outlines in the hall and make a "People Parade." Names could be put under the figures to add a personal touch.

Painting. Some children might like to paint pictures of themselves, entitled "Me."

Compile the paintings in the form of a book. Allow each youngster to show his or her painting to the group and discuss it.

Taking a Nature Trip. Take a nature trip around the school yard and ask the youngsters to observe the plant life. If specimens can be safely collected, they could be used for the beginnings of an Interest Center concerned with plant life.

Demonstrating Visual Awareness. Adding magnifying glasses and microscopes to the Interest Center will make this a more meaningful experience. Encourage pupils to add to the collection. Such an Interest Center could lead to collections of such things as Garden Vegetables, Fruit, Flowers, etc. Classifying and labelling these items would reinforce the basic ideas outlined in Lesson 3.



Developing Body Awareness. 1. Have the pupils stand and give them the following directions:

- Touch your hand to your head.
- Touch your hand to your foot.
- Touch your hand to your ear.
- Touch your hand to your ankle.



- Ask the pupils to lie down and repeat the directions above.
- Encourage the pupils to develop various ways of moving about the room.
- Ask the pupils to demonstrate different activities that they can do on one spot, such as stand on hands, balance on knees, etc.

DECODING SKILLS

Objectives

Using context clues

Supplying rhyming words

Developing auditory perception of initial phonemes /p/, /k/, /m/, /d/

Materials Needed

Chart 9, or *Mr. Mugs*, page 13

Chart 2, the phonemic chart for initial /p/

Chart 4, the phonemic chart for initial /k/

Chart 6, the phonemic chart for initial /m/

Chart 8, the phonemic chart for initial /d/

Word Meaning

Display Chart 9, or direct attention to *Mr. Mugs*, page 13.

Read the following incomplete sentences to the children, ending each time with an unfinished inflection of the voice to indicate that something is missing. Ask the children to supply the missing word or words. Remind them that the words must make sense.

The boys and girls are out at _____.

The teacher is holding Curt's _____.

One little girl is _____.

When the bell rings, the girls and boys will go back into _____.

One boy is throwing his garbage into _____.

Perceiving Rhyme

Read the following couplets and have the pupils complete each one with a rhyming word.

Old Mr. Sun
Has some _____.

We went far
In a _____.

Tip toe,
Here we _____.

Open the door
A little _____.

Mr. Brown
Went to _____.

Go to bed
My sleepy _____.

Display the phonemic charts for /p/, /k/, /m/, and /d/. Point to various items in the charts and ask the children to suggest a rhyming word for each one.

Phonemic Analysis

Place the four phonemic charts on the floor. Give each child three or four rubber rings or frames cut out of cardboard. Let the children take turns placing a ring or frame on the correct picture as you name items on the charts.

Using context
clues to complete
sentences based
on Chart 9

Supplying
rhyming words

Developing
auditory
perception of
initial /p/,
/k/, /m/, /d/:
identifying
pictures;
using context
and phonemic
clues to complete
sentences

"I am going to say some things that are not finished. See if you can tell me a word that will finish each one. The word must begin like *Pat* and it must make sense." (Accept any correct responses.)

My mommy carries a (purse).

Daddy writes with a (pen).

I like to eat (peaches).

Another name for kitty is (pussy).

Ask for words that begin like *Mommy*.

When you are in parade you (march).

To buy things, you need (money).

I like to drink (milk).

You can see yourself in a (mirror).

Ask for words that begin like *Curt*.

My mommy is a good (cook).

My daddy got a new (car).

Rabbits like to eat (carrots).

In summer it's hot and in winter it's (cold).

Ask for words that begin like *Daddy*.

For dessert I like (doughnuts).

The man who fixes teeth is the (dentist).

When you make mudpies, your hands get (dirty).

When the lights go out at night, it is (dark).

Additional review practice is provided in the *Mr. Mugs Book*. See "Seat Work," pages 81-82.

Further reinforcement is provided in "Alternate Strategies" — "The Sound Tree," page 83; "Sort Wizard," page 84.

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness

Noting left-right progression in sentences

Recognizing and matching capital and small-letter forms

Sentence Awareness

Completing
sentences

"Remember, when you want to tell someone something, you have to be sure to finish what you want to say, so the other person will know what you mean.

"Listen to this."

Read the following incomplete sentence, ending with an unfinished inflection.

I like summer because . . .

"Is that finished? No, it isn't finished because I haven't told *why* I like summer.

"Tanya, do you like summer? Why do you like summer? Because you like to go barefoot. Let's put that all together and see how it sounds." (End with a finished inflection of the voice.) voice.)

Tanya likes summer because she likes to go barefoot.

"Is that finished? Yes, it is finished because it tells *why* Tanya likes summer.

"Listen again, to see if it makes sense."

“Yes, it makes sense. Lots of girls and boys like to go barefoot in summer.”

Continue in a similar manner with the following, indicating by voice intonation when a sentence is or is not finished, and eliciting from the pupils words or phrases to complete each one.

I like to play with my . . .
Mommy said that . . .
My little sister doesn't . . .
My dog can . . .

Complete sentence responses are required in the “It” game in “Concept Development: Presenting the New Word.” Sentence awareness is involved in “Decoding Skills: Word Meaning.”

Left-Right Progression

Present the following sentences on the board, one at a time. Put a green dot before each one.

- Here comes a jet.
- Here it comes.
- Look Pat.
- Here comes Mommy.

When each sentence is put on the board, have a volunteer read it. As the child reads, sweep your hand from left to right under the sentence.

Ask, “Why did I do that with my hand?”

Elicit that you did it to show that when we read, we start at the left and go to the right.

When all the sentences have been presented in this fashion, allow children to go to the board and read the sentences, sweeping their own hands from left to right as they read.

End the lesson with, “Always remember. When we read, we start at the left and go to the right.”

Left-right progression in sentences is reinforced in “Initial Writing: Building Sentences”; in words, in “Concept Development: Presenting the New Word.”

Alphabet Skills

Place the following words on the chalkboard and have all the words read:

here	it
Comes	Here
look	Look
It	comes

“Each of the words has a twin. Can you find the twins?”

As each pair of words is located, have a pupil draw a line between the words.

“Are these twins exactly alike? How are they different?”

Further reinforcement of alphabet skills is provided in “Alternate Strategies” — “Grab Bag,” pages 84-85.

Skills Involved in Other Strands of the Lesson Plan

The use of a capital letter at the beginning of a sentence and a period at the end is reinforced in “Initial Writing: Building Sentences.”

Awareness of pronouns and antecedents is introduced in “Concept Development: Presenting the New Word.” The terms *pronoun* and *antecedent* are not given, of course, but the study of the word *it* will develop awareness that a word like *it* can stand for different things, depending upon the context.

In “Concept Development,” as in previous lessons.

*Noting
left-right
progression
in sentences*

*Matching
capitalized
and small-
letter forms*

*Capitalizing
and punctuating*

*Acquiring
awareness of
pronouns and
antecedents*

Using language

INITIAL WRITING

Objectives

Giving individual story dictations
Building sentences, using word cards
Using capitalization, periods, and left-right progression in sentences
Noting importance of correct word order in sentences

Materials Needed

Writing My Own Reader

Pocket chart

Word cards for *it* (new); for *Here, comes, Curt, Pat, Look, a, jet* (from word banks)

Punctuation card for period (from word banks)

Rebus cards for *car* and *bird* (from word banks)



A strip of black paper for each pupil

Composing Stories

Make time for some dictations today. If any of the children are having problems in selecting topics, you might assist them by suggesting some of the topics listed on page 37 or from the Initial Reading Charts.

Building Sentences

List the following on the chalkboard and have the pupils find the corresponding cards in their word banks.

Here comes Curt Pat Look a jet •  

Ask the children to put the cards face up near the top of the desk as they find them. Check to be sure every child has found all the cards. This might be done by pointing to and naming each item on the board in turn and having the pupils hold up the corresponding card each time. Help any child who cannot find the cards, and plan to give him or her additional practice in word recognition.

Distribute the new *it* cards and the strips of black paper. Ask the children to put the new card with the others, face up at the top of the desk and place the black strip across the desk near the middle.

Print the following sentence on the board, or build it in the pocket chart. Don't forget to put a green dot beside the first word.

• Here it comes Curt

Read the sentence to the pupils and ask:

"Is this finished?"

"Yes, it is finished. It tells Curt something. I should put a period at the end to show that it is finished." Put the period or the period card in place.

Read the sentence again, noting that it starts at the left, where the green dot is, and goes to the right. Call attention to the first word and ask what kind of letter it starts with.

"Yes, when we start to write something, we always begin with a capital letter, and we put a period at the end to show that we have finished."

Call attention to *Curt* and elicit that it begins with a capital letter because it is the name of a person.

Have the sentence read several times. Sweep your hand from left to right under the sentence as each child reads it.

"Now let's see if you can build this sentence on the black paper on your desk. You can look at the one I made to help you. Don't forget to begin at the left, where the green dot is, and go to the right." Sweep your hand under your model sentence.

*Dictating
stories for
Writing
My Own Reader*

*Getting the
cards ready*

*Watching
the making of
the model;
noting
sentence
requirements*

*Capitalizing
names*



*Reading
the sentence*

*Building
the sentence*



Noting correct
word order
Checking
and reading

“Be careful to put the words in the right order. If the words are not in the right order, your sentence will not tell the same thing as mine does.”
When the pupils have finished, have them check their work.
“Are all the words in your sentence in the right order?”
“Did you remember to put the period at the end?”
Then have the sentences read.
Have the sentences broken up and the cards put back with the others at the top of the desk.
Proceed in the same manner to have the pupils build the following sentences on their desks, one at a time.

Here it comes Pat .
Look a jet .
Here comes a  .
Here it comes .
Here comes a  .

Tidying up

When the activity is finished, make sure all the cards are returned safely to the word banks and the word banks are put back on the shelf. Collect the strips of black paper and keep for use in subsequent lessons.

SEAT WORK

Mr. Mugs Book

Page 26. Word Recognition. Cutting out words and pasting them in the correct places.
Page 27. Word Recognition. Cutting out words and pasting them in the correct places.

Page 29. Auditory Discrimination of Initial Phonemes /p/, /k/, /m/, /d/. Coloring pictures of objects whose names begin with the same sounds as *Pat, Curt, Mommy, Daddy*.
 Page 30. Auditory Discrimination of Initial Phonemes /p/, /k/, /m/, /d/. Coloring pictures of objects whose names begin with the same sounds as *Pat, Curt, Mommy, Daddy*.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words introduced so far
 Developing body awareness
 Practicing auditory perception of initial phonemes /p/, /k/, /m/, /d/
 Identifying letters of the alphabet

Configuration

Objectives

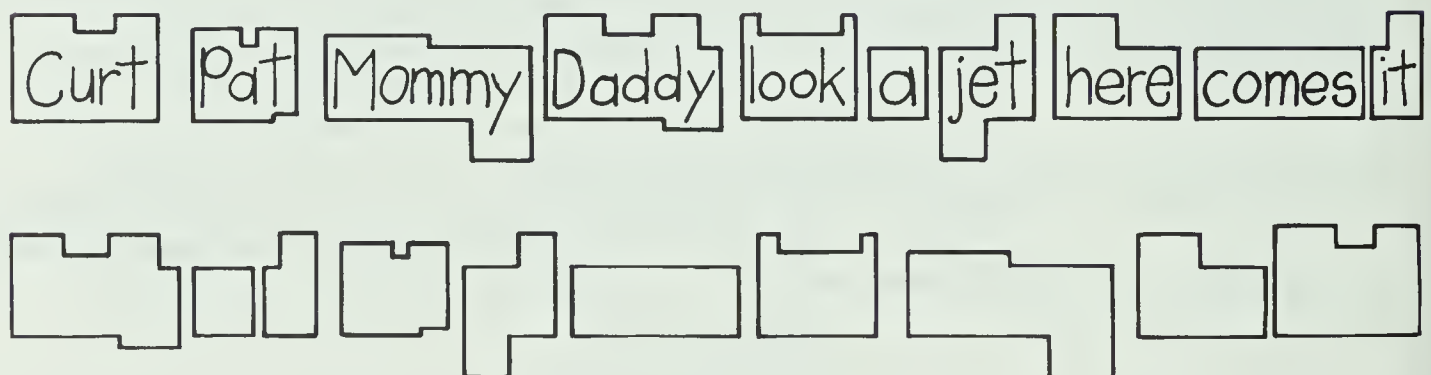
Recognizing shapes of vocabulary words

Number of Players

Three or four

Materials Needed

Word cards for core words *Curt, Pat, Mommy, Daddy, look, a, jet, here, comes, it*, cut out in their kinesthetic shapes
 Three or four sets of blank frames for each of the new words



Procedure

Divide the pupils into groups of three or four. Let the groups take turns doing this exercise, as members of the other groups are busy with other activities.

Distribute the word cards and frames. Have the frames placed face up on a table and the word cards put in a pile. Direct the pupils to draw one word card at a time, find its matching frame, and place the word card in position on top of the frame. Check to be sure that each word card exactly matches its frame.

Build a Body

Objective

Developing body awareness

Readiness
 Reinforcement:
 developing
 body awareness

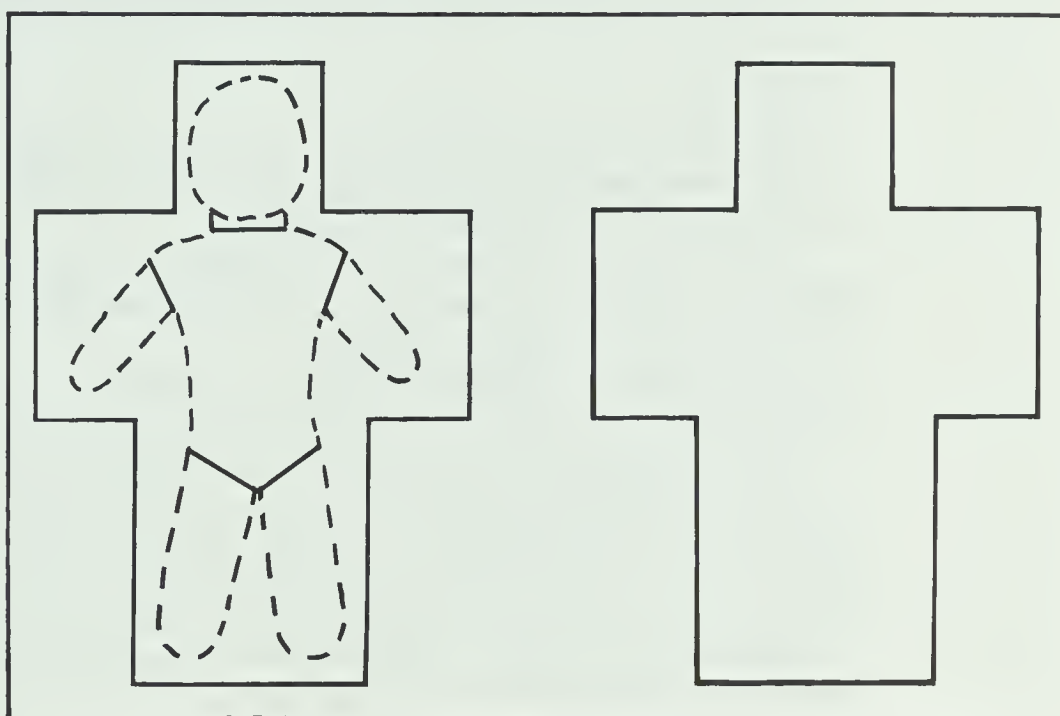
Number of Players

Two

Materials Needed

Two game boards

Two sets of puzzle pieces which can be fitted together to form the outline of a body inside the diagram on the game board. These can be kept in envelopes pasted to the backs of the game boards



One cube, marked "No" on three sides and "Go" on the other three sides

Procedure

Give each player a game board and place the puzzle pieces in a pile, face down. Each player in turn throws the cube. If a "No" side turns up, the player loses that turn. If a "Go" side turns up, the player draws a puzzle piece from the pile. If the player can use the puzzle piece, he or she places it on the game board. If not, the puzzle piece is put at the bottom of the pile. Play continues until one board is covered, the puzzle pieces fitting together to form the outline of a body.

*Decoding Skills:
Phonemic Analysis*

The Sound Tree

(Mr. Mugs Games)

Objective

Practicing auditory discrimination of /p/, /k/, /m/, /d/

Materials Needed

See pages 70-71. Change the pictures and the key words according to the sound to be reviewed.

The key word for /p/ is "Pat", for /k/ is "Curt," and for /m/ is "Mommy."

Procedure

As on page 70.

Sort Wizard

Objective

Practicing auditory discrimination of /p/, /k/, /m/, /d/

Materials Needed

All the objects from the "P" Box beginning with *p*, from the "C" Box beginning with *c*, from the "M" Box beginning with *m*, and from the "D" Box beginning with *d*

An egg timer or a clock

A chart, on the chalkboard or on chart paper, listing the players' names, with two columns beside the names in which to record the results of Part 1 and Part 2

Procedure

Place all the objects beginning with *p*, *c*, *m*, and *d*, well mixed up, on a table and put the empty boxes beside them. (Objects from the boxes, beginning with other consonants, should be set aside for the duration of the game.)

Part 1. The player is timed to see how fast he or she can return all the items to the correct boxes. An egg timer is very good for this purpose. Record the time opposite the player's name, in the first column on the chart.

Part 2. Spread the objects out again in mixed order. This time the player tries to see how many objects she or he can return to the correct boxes in a given length of time. The number of items is marked on the chart in the second column, opposite the player's name.

When all the players have had a turn, display the chart to see: (a) who has put all the objects into the correct boxes in the shortest length of time; (b) who has returned the most objects to the correct boxes in the given time span. If the same child wins both parts of the game, he or she may be dubbed the "Sort Wizard" or "Sort Witch."

When the game is over, make sure all the objects are returned to their correct boxes, and replace the items which do not begin with *p*, *c*, *m*, or *d* to the correct boxes as well.

Language
Development:
Alphabet Skills

Grab Bag

Objective

Recognizing letters of the alphabet

Number of Players

One to three

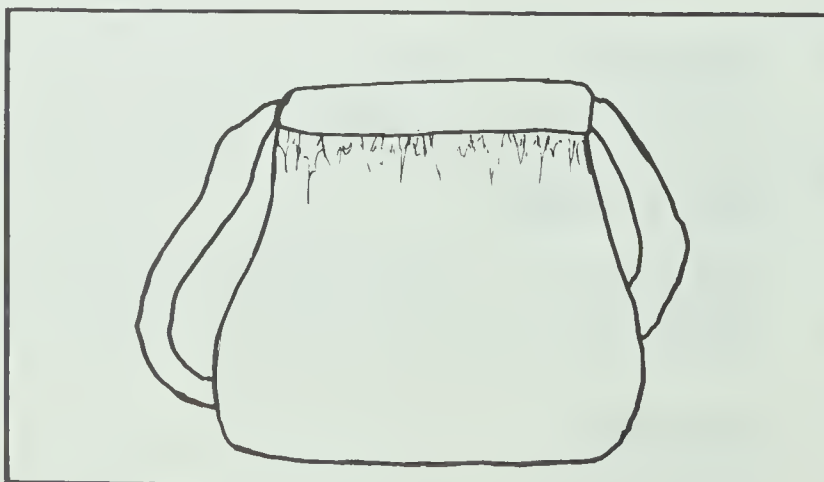
Materials Needed

An old purse

Individual cards for each letter of the alphabet, in both capital and small-letter forms

Examples:

a M



Procedure

With eyes closed, the pupil opens the purse and draws a card. If the pupil can identify the letter on the card, he or she may keep it. If not, the card is returned to the purse. The winner is the player with the greatest number of cards.

Variation

The cards may have both capital and small letters. Some will match, others won't.

Gg Gs

The player is to draw a card from the purse and name the letters on it. Only the cards with matching letters are kept.

CONCEPT DEVELOPMENT

Developing The Theme

★Interpreting, valuing, and composing titles for charts 1, 3, 5, 7, 9

Developing Sight Vocabulary

Recognizing core vocabulary presented in Lessons 1-5
Reading words and sentences

Readiness Reinforcement

Recalling concept of the color red
★Becoming aware of simple, concrete graphing
Recalling concepts of *more, less, higher, lower, how many more*

Integrative Options

Listening to a poem for enjoyment
Books—listening to and looking at poetry, song, and activity books

Decoding Skills

Language Development

Initial Writing

Seat Work

Mr. Mugs Book: page 31 – recognizing vocabulary words
Spirit Duplication Masters/Self-Help Activities:
page 7 – recognizing vocabulary words

Alternate Strategies

Recognizing vocabulary words

Literary Appreciation Skills

★Telling stories of charts
★Composing titles; becoming aware of function of titles
Listening to nursery rhymes and poems

Comprehension:-

Literal Critical Creative

Interpreting pictured situations
Valuing
Expressing main ideas in titles
★Understanding *more, less, how many*

Listening

Listening to stories of charts
Listening attentively in discussions
Listening to a poem
Listening to supplementary books
Listening to follow directions

CONCEPT DEVELOPMENT

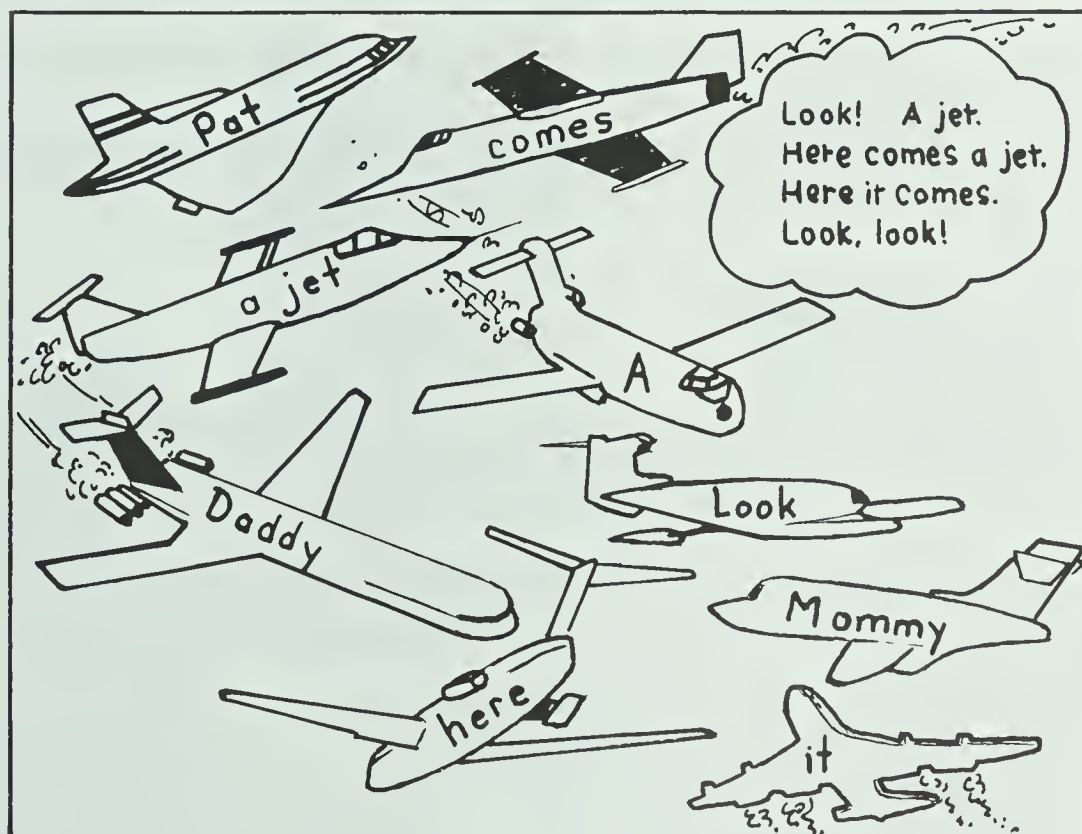
Objectives

Revealing recognition of core vocabulary presented in Lessons 1-5
Discussing Charts 1, 3, 5, 7, 9
Developing concept of the color red
Using simple concrete graphing
Recalling concepts of *more, less, higher, lower, how many more*

Vocabulary Review

Materials Needed

Scene on chalkboard as illustrated below
Colored word cards, in the shape of jets, for *Curt, Pat, Mommy, Daddy, look, a jet, here, comes, it*
Box to hold above word cards, labeled "Hangar"
Word and phrase cards, cut in the shape of rabbits, bearing core words and phrases
Chalkboard sketch of a series of buildings, each building bearing a core word or phrase
A pointer with a paper jet attached to the end
A sheet of paper with all the core vocabulary words printed on it



Recognizing
and reading
the new words

Look, a jet!
Here comes a jet.
Here it comes.
Look, look!

Reading the
cloud story

Placing
the jets

1. Draw the above scene on the chalkboard, omitting the jets. Call attention to the sentences and phrases printed on the cloud in the picture. Ask individual children to read what they might say if they were really at the airport.

2. Use colored flashcards in the shape of jets. If the pupil recognizes the word on a card and can read it, let him or her put the jet on the chalkboard scene.

- Flying jets*

Rereading
Putting the jets into the hangar

Reading sentences

3. If a child knows all the words and can read them quickly, let him or her be the leader of a group of jets. Have the leader stand beside the picture. Call upon another child to read all the words. If he does so correctly, have him stand behind the leader. Repeat until there are five children in the line. Call them jets, and let them zoom up one aisle and down another. Repeat this procedure until each member of the group has had an opportunity to read the words.

4. Have various children reread the chalkboard story found on the cloud in the picture.

5. Have the jet flashcards removed from the picture one by one. Ask a child to read the word on one of the jets. If the pupil can read it, let him or her take the card from the board and put it in the hangar for the night. Repeat with other children until all the cards have been put away.

6. Place the following sentences and phrases on the chalkboard and call upon individual children to read them.
- Look, Pat, look!

Here comes a jet.

Here it comes.

Here it comes, Curt.

Look Mommy, look Daddy.

Here comes a jet.

Here it comes.
- Having a rabbit hunt*

Flying over buildings

Taking a vocabulary test

7. Have a rabbit hunt. Print words and phrases on cards shaped as rabbits, and place the rabbits about the room. Have the children find the rabbits, and if they can read the words and phrases on the rabbits they have found, let them take the rabbits home.

8. On the chalkboard draw pictures of buildings and print words and phrases on each one. Using a pointer with a paper jet attached to the end of it, make the jet fly over the various buildings and call upon pupils to read the words or phrases on each building as the jet comes to it.

9. Have a vocabulary test on paper, or have each child come to your desk and read orally each of the core words.

For additional vocabulary reinforcement, see “Alternate Strategies,” pages 92-95.

Chart Discussion

Materials Needed

Charts 1, 3, 5, 7, 9

*Interpreting;
valuing;
expressing main
ideas as titles*

Display Charts 1, 3, 5, 7, and 9. Ask different children to tell the story of each chart. Encourage the children to talk about what chart they liked best and why. Ask the children to suggest a good title for each chart.

Readiness Reinforcement

Concepts

counting	red	comparative
graphing		quantities

Materials Needed

An assortment of red objects — radishes, tomatoes, red apples, ketchup, red thread, red book, red chalk, red pencil, lipstick, red flowers, red ribbon, etc.

A number of pictures of things that are red

Chart paper for “red” chart

A red cloth to cover the display table

Gather together an assortment of red objects. Organize the items into an interest-center display a few days before it is to be used as a learning center.

*To the teacher:
setting up a
“red” interest
center display*

Display the items as aesthetically as possible. Use a red cloth to cover the table. Boxes or books under the cloth will provide a draped effect and allow different levels for display. Make sure there is a variety of sizes and textures in the items to be used. Use only things that the children may touch. There is no point in having hysteria over your best cranberry glass!

This colorful display will attract the children. They will be wondering what it is for, and will be ready for discussion when the time comes.

When everything is ready, gather the children together at the learning center. Through discussion, lead them to realize that all the items on display are *red*.

Have each object identified and let the pupils explore areas of touch, taste, and smell. Encourage the pupils to describe the color, size, texture, shape, and use of each one.

Encourage the youngsters to bring in some of their own red objects to add to the learning center. When they do, put the name of the donor next to the contribution.

Have on hand a number of pictures of things that are red. Help the pupils to build a "red" chart. Hold up each picture in turn and ask a pupil to name the pictured object and tell its color. If the child does so correctly, let him or her stick the picture on the chart. When all the pictures have been put on, print the word *red* on the chart and display it in a prominent place for handy reference.

To provide integration with mathematics and an initial awareness of concrete graphing, have the pupils count the red objects in the display. Set aside three objects from the display and ask the pupils to count them.

"Let's show how many there are by piling blocks one on top of each other. We will need one block to stand for each thing. Count the things again. How many are there? How many blocks will we need?"

Pile the blocks and have the children count again the number of items and the number of blocks.

*Observing the
"red" display*

*Recognizing the
color red*

*Using sensory
perception;
describing*

*Making a
"red" chart*

*Acquiring
awareness of
concrete
graphing*



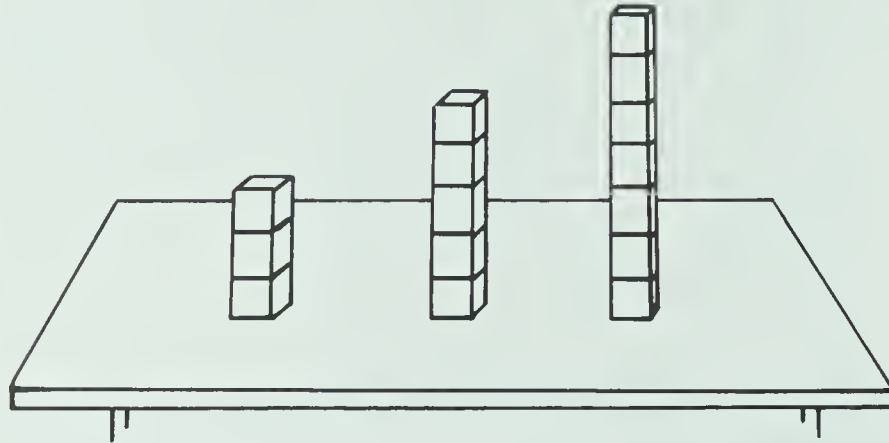
The next day add a couple of items to the three set aside. Have the children count them. Ask, "Are there more things here than there were yesterday? How many more?"

Elicit that five blocks will be needed to represent the number of items. Pile them beside the previous day's pile. Ask the pupils to count them.

"Are there more blocks in today's pile than in yesterday's pile? How many more are there?"

"Is today's pile higher or lower than yesterday's pile?"

Continue in the same manner, some days adding items and some days subtracting a few.



*Developing the
concept of
more and less*

To strengthen the concept of more and less, put some red liquid in a jar — red food coloring in water is the simplest. Vary the amount noticeably from day to day and have the pupils decide each day whether there is more or less liquid than on the previous day.

INTEGRATIVE OPTIONS

*Listening
to a poem*

Listening for Enjoyment. "Here is a poem all about the color red. Listen to hear what the poet has to say about that color."

What Is Red?

Red is a sunset
Blazy and bright.
Red is feeling brave
With all your might.
Red is a sunburn
Spot on your nose,
Sometimes red
Is a red, red rose.
Red squiggles out
When you cut your hand.
Red is a brick and
A rubber band.
Red is a hotness
You get inside
When you're embarrassed
And want to hide.
Fire-cracker, fire-engine
Fire-flicker red —
And when you're angry
Red runs through your head.
Red is an Indian,

A Valentine heart,
 The trimming on
 A circus cart.
 Red is a lipstick,
 Red is a shout,
 Red is a signal
 That says: "Watch out!"
 Red is a great big
 Rubber ball.
 Red is the giant-est
 Color of all.
 Red is a show-off
 No doubt about it —
 But can you imagine
 Living without it?

Using imagination

Reread the last four lines and let the children have fun thinking of all the red things that they would have to do without if there were no such color as red.

Poetry, Song,
 and Activity
 Books

Books to Enjoy Throughout the Year

A Child's Book of Old Nursery Rhymes, selected and illustrated by Joan Walsh Anglund. Margaret K. McElderry (Atheneum). A beautifully illustrated book.

It's Raining Said John Twaining: Danish Nursery Rhymes. Translated by N.M. Bedecker. Margaret K. McElderry (Atheneum)

The Moon on One Hand, by William Crofut. Margaret K. McElderry (Atheneum). A song book.

Eye Winker, Tom Tinker, Chin Chopper: A Collection of Musical Finger Plays, by Tom Glazer, Doubleday. Piano and guitar accompaniments.

Oh, A-Hunting We Will Go, by John Langstaff. Margaret K. McElderry (Atheneum). A song book with good rhyme, suggestions for singing and acting out. Simple chord accompaniments.

Cat and Mouse: A Book of Rhymes, by Rodney Peppe. Holt, Rinehart & Winston.

Games (And How to Play Them), by Anne Rockwell. T.Y. Crowell. Forty-three games for children.

SEAT WORK

Mr. Mugs Book

Page 31. Word Recognition Review. Coloring objects if words can be read.

Spirit Duplication Masters/Self-Help Activities

Page 7. Word Recognition Review. Coloring objects if words can be read.

ALTERNATE STRATEGIES

Objective

Recognizing core vocabulary words introduced in Lessons 1-5

What's Missing?

Word
Recognition

Objectives

Recognizing vocabulary words
Developing powers of observation and memory

Number of Players

Any number

Materials Needed

Word cards for *Pat, Curt, Mommy, Daddy, look, a, jet, here, comes, it*

Procedure

Appoint a child to act as leader. The leader puts down three cards, face up. The players have time to study the words. The leader then removes the three cards, shuffles them, and places two back down. The first player to identify the missing word gets a point.

The player with the most points wins.

Word
Recognition

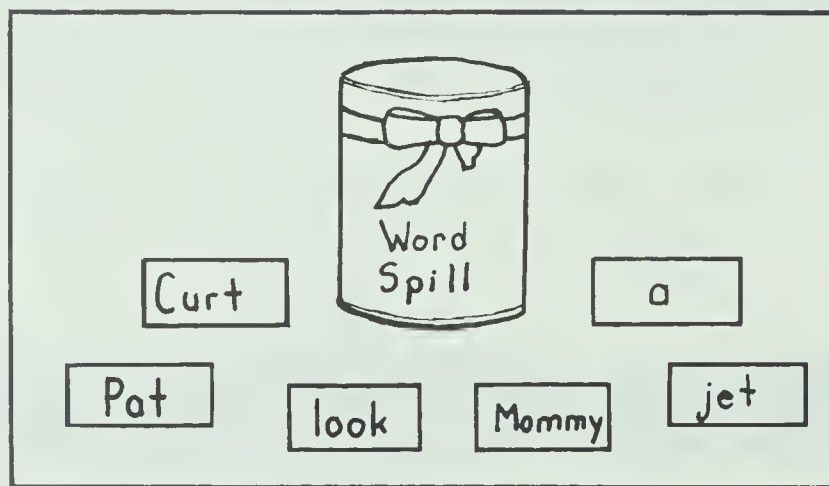
Word Spill

Objective

Recognizing vocabulary words

Number of Players

Three or four



Materials Needed

Word cards for each of the core vocabulary words (1" × 2½")
Container

Procedure

Each child in turn spills the words in a trail on the floor and reads all the cards which land face up.

Word
Recognition

Word Footprint Race

Objective

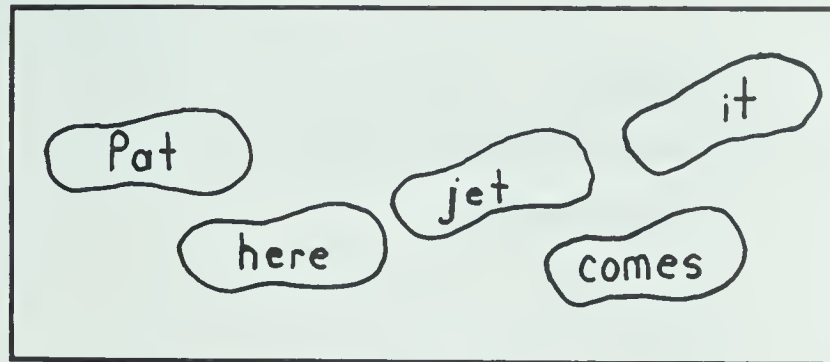
Recognizing vocabulary words

Number of Players

Two or three

Materials Needed

Two or three sets of word cards for the core vocabulary, each card cut in the shape of a footprint. Different colors can be used for each set.



Procedure

Each player has a set of footprints in his or her hand. Taking turns, each player must take the top card in the set and say the word on the footprint. If he or she says the word correctly, the footprint is placed on the floor.

The winner is the one who makes the longest track.

Word
Recognition

Snake Word-O

(Mr. Mugs Games)

Objective

Recognizing vocabulary words

Number of Players

Two

Materials Needed

A snake board with divisions numbered 1-20



Word cards for the core vocabulary
A marker for each player

Procedure

All the cards are placed in a pile, face down. Taking turns, each pupil draws a word card, says the word on it, and moves his or her marker one space. If the child cannot read the word or does not say it correctly, he or she does not advance on the board and another pupil gets a try at the word. After each word is said, the card is returned to the card pile.

The first player to get to the snake's head wins.

Word
Recognition

Wishing Wheel

Objective

Recognizing vocabulary words

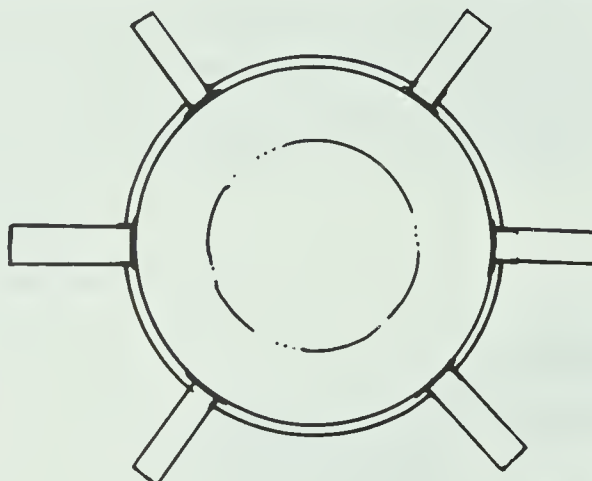
Number of Players

Two or three

Materials Needed

Word tabs — one tab for each word in the core vocabulary

Wishing wheel — staple two paper plates together. Cut slits for the word tabs



Procedure

Insert word tabs in the wishing wheel, face down. Place all the word cards, face down, on a table or on the floor.

Each player chooses a tab. This is the “wishing” card. Each child, in turn, turns up a card. If it matches the tab, she or he may keep it. If it is not the word she or he wishes, it is placed back down.

When a player has three matching cards, he or she may choose a new tab.

The player with the most matching sets of three cards wins the game.

Word
Recognition

Cover Up

Objective

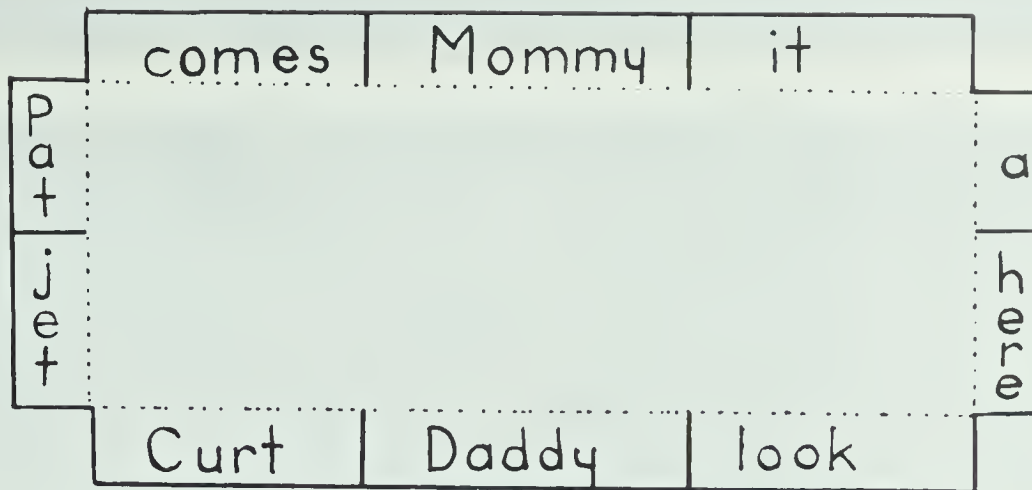
Recognizing vocabulary words

Number of Players

One to four

Materials Needed

A board marked into squares, with a core vocabulary word printed in each square, as illustrated.



A set of matching word cards

Procedure

Deal four cards per player if there are one or two players, three cards per player if there are three or four players.

The first player covers a square with a matching card. The next player must cover an adjacent square. If a player can't lay down, he or she must draw another card from the deck.

The first player to lay down all his or her cards is the winner.

Individual Activities

Word Puzzle

Word
Recognition

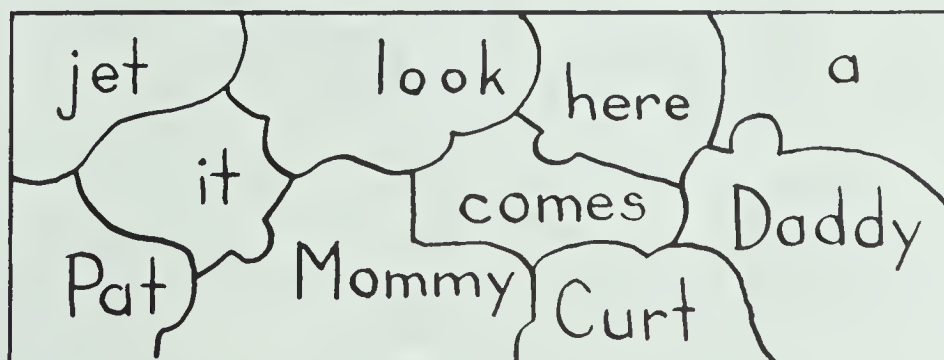
Objective

Recognizing vocabulary words

Materials Needed

A puzzle board. Using an easy commercial puzzle or one of your own devising as a guide, outline the pieces of the puzzle on a board or in a shallow box. Print a core vocabulary word on each piece of the puzzle.

A set of matching puzzle pieces.



Procedure

The child places matching pieces over the parts of the puzzle he or she can read. To check, have the pupil read the words as he or she removes the pieces.

Developing The Theme	CONCEPT Developing Sight Vocabulary	DEVELOPMENT Readiness Reinforcement
Developing facility in oral expression Listening to a poem and relating it to life *Using descriptive language Interpreting pictured situation and details	Recognizing new words— <i>my, pet</i> Reading chalkboard sentences Making a pet chart *Practicing smooth oral reading Noting left-right progression *Building dictated phrases and sentences Developing sentence awareness Using periods	Classifying, estimating weighing, ordering
Integrative Options	Decoding Skills	Language Development
Physical Education—developing body awareness *Environmental Studies—Pets: —Discussing care of pets —Contributing to a chalkboard story —Estimating; recording results on a chart Visual Arts—drawing *Drama—developing personal awareness Books—looking at and listening to story books, “reading” picture books	Using context clues—listening to supply final word Developing rhyming skills *Developing phoneme-grapheme correspondence /p/p, P * <i>My Sound and Letter Book</i> —pasting in or drawing “p” pictures; printing p and P	*Developing sentence awareness: listening to discriminate between finished and unfinished sentences; completing sentences *Becoming aware of questions *Noting capitalization of names of pets Matching capitalized and small-letter forms *Acquiring awareness of comparative form with <i>er</i> Noting left-right progression Noting and using punctuation—the period Using language
Initial Writing	Seat Work	Alternate Strategies
Contributing to a chalkboard story Giving individual story dictations Building sentences using models Developing sentence awareness; using periods Noting left-right progression *Capitalizing of first word of a sentence Noting correct word order *Building dictated sentences *Learning to print p, P	<i>Mr. Mugs Book</i> : pages 32, 35— recognizing vocabulary words pages 36, 39—printing; practicing auditory discrimination of phoneme /p/ <i>Spirit Duplication Masters/Self-Help Activities</i> : page 8—printing p, P page 9—practicing auditory discrimination of initial phonemes /p/ and /k/ page 10—combining phonemic analysis and printing of initial p	Recognizing vocabulary words Practicing rhyming skills Practicing auditory perception of initial phoneme /p/ Recognizing of letters of the alphabet
Literary Appreciation Skills	Comprehension:- Literal Critical Creative	Listening
*Listening to a poem and relating it to life *Using descriptive language Listening to supplementary story books Contributing to a group chalkboard story Giving individual story dictations	*Classifying pets *Guessing based on experience Noting and interpreting details Drawing inferences *Applying outside experience Drawing inferences based on experience Stating preference Valuing Using context clues to complete sentences Checking pupil-completed sentences for sense	Listening to participate in discussions Listening to a poem Listening to dictated phrases and sentences Listening to determine whether or not sentences are complete Listening to follow directions Listening to play “Simon Says” Listening to supplementary books Listening to detect initial sounds Listening to check whether or not completed sentences and questions make sense Listening to instructions



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Listening to a poem and relating it to life
 Using descriptive language
 Interpreting pictured situation and details
 Recognizing new words *my* and *pet*
 Building dictated phrases and sentences
 Classifying: estimating, weighing, ordering

Materials Needed

Chart 10, or *Mr. Mugs*, page 14
 Word cards for *my*, *pet*, *Daddy*, *Mommy*, *jet*, *comes*
 Punctuation card for the period
 Rebus cards depicting a flower, a ball, a car, an apple
 Pocket chart
 Red center items
 Scales
 Blocks and beads

Introducing the Theme

*Discussing
kinds of pets*

"We're going to talk about pets today. How many of you have pets? What kind of pet do you have?" Let those who have pets tell what kind they have.

"If you don't have a pet, what kind of pet would you like to have?" Let the children name the pets of their choice.

*Listening
to a poem*

"Here is a poem that describes different kinds of pets. Listen to see if *your* pet is described in the poem."

Animals to Love

Animals furry,
Animals fuzzy,
Cats that are purry,
Bees that are buzzy.

Animals slim,
Animals slippery,
Birds that are trim,
Fish that are flippery.

Animals humpy,
Animals cuddly,
Camels so bumpy,
Ducks that are puddly.

Some are the pets
To come when I call;
Others are just
To love — and that's all.

Eunice Breilid

Classifying pets

Let the children discuss which categories in the poem fit their pets.

*Using
descriptive
language*

Encourage the children to continue talking about the pets they have or would like to have. As they discuss the animals, strive to get the pupils to use words which describe size, shape, color, texture of covering, and method of moving. Questions such as these will help:

"What kind of pet do you have? Has it a name?"

"What does your pet look like? What color is it? What is its coat like?"

"What does it eat?"

"Does your pet make a noise? Tell us how it sounds."

Presenting the Chart

If there are pets in your classroom, mention them to the children.

"Even if we don't have pets at home, we do have some in the classroom.

"Curt and Pat have pets in their classroom too. What kinds of pets do you suppose they have?"

Allow the children to make several suggestions. Then present Chart 10.

Have the children tell what the pet is and what is happening in the picture.

*Guessing based
on experience*

*Interpreting
details*

Presenting the New Words

New Words

my pet

*Meeting the
new words
in context*

"Pat got very excited about having the pet come out on her hand and she said,

Look!

Here comes my pet.

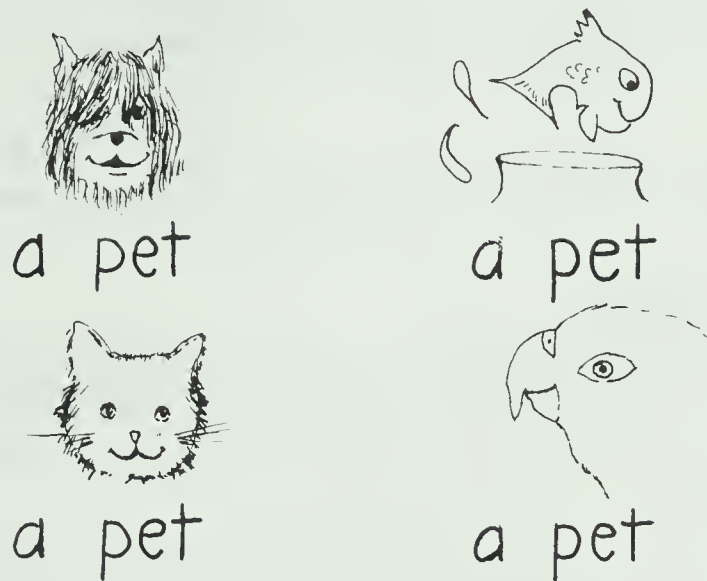
Here it comes.

Read the words as you print them on the board. Ask several children to read the sentences and identify the new words.

Making a pet chart

With the help of the pupils draw up a pet chart on the chalkboard. Ask, "If you had a hundred dollars to spend, what kinds of pets would you buy?"

As various pets are mentioned, sketch them on the chalkboard, and print *a pet* below each one, in the manner shown below.



Reading orally

When the chart has been completed, call upon various pupils to read it aloud. Strive for smooth reading. Have the pupils sweep a pointer under the phrases as they read them.

Building and reading phrases and sentences

Put word cards on the chalkboard ledge. Dictate the following phrases and sentences, one at a time. Have pupils find the cards for each dictated phrase or sentence, put them in the proper order in the pocket chart, and then read them aloud.

my pet	my Mommy	my 	my 	My pet comes.
my jet	my Daddy	my 	my 	My Daddy comes.

Using the period

When you dictate the two sentences, be sure to indicate clearly with your voice intonation that the sentence is finished. If the pupil fails to put in the period card, read the sentence to him again, and ask:

"Is that finished? Then what should you put at the end?"

Further practice in recognizing the new words is provided in the *Mr. Mugs Book*. See "Seat Work," page 109.

Additional reinforcement of vocabulary recognition is given in "Alternate Strategies" — "Mail Box," page 110.

Further Discussion Related to Chart Theme

Refer to the chart again and continue the discussion of it.

"Why do you think the gerbil is coming out of the cage?"

"What is Pat feeding the gerbil? What else do gerbils like to eat? What else should the children do to take care of the gerbil?"

"How do you think the gerbil's little feet feel on Pat's hand?"

"What would be a good name for a gerbil?"

"What other pets are in the classroom? What do you think their names might be?"

"How should the children take care of the fish? How should they take care of the turtle?"

"What other animals might live in the terrarium with the turtle? Why are there plants in the terrarium? How should the plants be taken care of?"

"What do you call the place where the fish are kept?"

"Who do you think eats more, the fish or the turtle? the turtle or the gerbil?"

"Who do you think takes care of the pets? Why? What happens to the pets on a weekend? Why? What happens to them over the holidays?"

Inferring

Recalling information from outside sources

Noting details: suggesting names

Applying outside experience

Inferring from experience

Relating to life	“What do you do with your classroom pets?”
	“What kind of pet would you like to have in the classroom?”
Noting details	“What other things can you see in the classroom in the picture?”
Valuing	“Would you like to go to Curt and Pat’s school? Why?”
	“What things can the children do to make the pets happy?”

Readiness Reinforcement

Concepts

Classifying

estimating weighing ordering

Classifying	Using items in the “red” center, help the pupils to classify them according to size, shape, texture, and use.
Estimating and verifying comparative weights	Let the children estimate the comparative weight of the various items by holding one in each hand and deciding which is lighter and which is heavier. If there are scales available let them verify their decision each time by non-standard measurement, weighing each object and determining which is heavier according to the number of blocks or beads needed to balance each one.
Arranging in specific order	When all the objects have been classified and weighed, divide them into three lots. Let the pupils form three groups and give one lot of items to each group. Ask the children in the first group to arrange their items in order from small to large. Have the second group arrange their items from heavy to light. Let the third group arrange their items from rough to smooth. When the groups have finished, let all the children inspect each arrangement in turn. Have the group that made the arrangement explain why the items are arranged in that way.
Tidying up	After this activity has been done, return the items to their places in the “red” center.

INTEGRATIVE OPTIONS

Physical Education	<p>Developing Body Awareness. 1. Direct the children to move about — while holding their toes — while holding their ankles — while holding their knees.</p> <p>2. Have the pupils touch two body parts together — knees to head — feet to back — elbows to toes.</p> <p>3. The children would enjoy playing “Simon Says.” Direct them to touch or move various parts of the body. If the direction begins with “Simon Says,” they are to do as suggested. If the direction does not begin with “Simon Says,” they are to remain still.</p>
Environmental Studies: Pets	<p>Getting a New Pet. This would be an ideal time to introduce a pet into the classroom. If this can be done, the following suggestions may be discussed:</p> <ul style="list-style-type: none"> a. Care of the pet b. Food for the pet c. Making a comfortable home for the pet <p>Visiting; Dictating a Chalkboard Story. Arrange to have the children visit another class-room to see the pets there.</p> <p>When the children return to their own room, promote a discussion of the pets they have seen. Build some of their observations into a chalkboard story, using the pupils’ own words.</p> <p>Enjoying a Poem Again. Reread the poem “Animals to Love,” which appears in “Concept Development: Introducing the Theme,” on page 98.</p> <p>Estimating. If there is a classroom pet, such as a rabbit, a gerbil, a hamster, a turtle, or a kitten, the following activities could be done:</p>

- a. Estimating the weight of the pet and then weighing it;
- b. Estimating the length of the pet and then verifying it with a centimeter tape.

Record the findings on a chart.

Visual Arts

Drawing. Some of the children might like to draw pictures of pets they have or would like to have.

Drama

Developing Personal Awareness. 1. To develop personal awareness of the physical self, have the children impersonate the movements of various pets.

2. To develop personal awareness of one's vocal powers, suggest that the children supply animal sounds to accompany their imitation of the movements. Remind them that some pets do not make a sound.

3. This activity could be developed into a guessing game by having the group observe an individual's performance and then try to guess which pet is being imitated.

Story Books

Books for Listening and Looking

The Animal, by Lorna Balian. Abingdon.

A little boy finds a mysterious animal that turns out to be a turtle.

The Guinea Pigs That Went to School, by Sally Ferstal and Dr. Leonard Meshover. Ryerson Press.

A primary class cares for two guinea pigs and raises their young. Contains good information on care of pets.

I Write It, by Ruth Krauss. Harper & Row.

About small children who write their names on their friends, on the air, on a piece of paper, on the waves — places where no one else can see.

Tillo, by Beatrix Scharen. Addison-Wesley (Addisonian Press).

Three Swiss children find a wounded tawny owl and take it home as a pet.

Picture Books

Books for Looking and Imagining

Walter Chandoha's Pet Album, by Walter Chandoha. Follett.

A picture album of pets.

Films to Watch

Animal Friends. 10 mins., color. HRW

Animal School Care of Your Pets. 11 mins. ITF

Happy Little Hamsters. 14 mins., color. HSS

DECODING SKILLS

Objectives

Using context clues

Perceiving rhyme

Developing phoneme-grapheme correspondence /p/p, P

Materials Needed

Chart 2, the phonemic chart for /P/

My Sound and Letter Book

Catalogues and magazines

Scissors

Paste

Chart 2
Phonemic Chart
/p/

Word Meaning

Using context
clues to complete
sentences based
on Chart 2

Display Chart 2, the phonemic chart for /p/.
Read the following incomplete sentences to the pupils, ending each time with an unfinished inflection of the voice to indicate that something is missing. Ask the pupils to look at the chart and supply the missing word or words. Remind them that the word or words must make sense.

- Two people on the chart are _____.
- If I were in trouble, I would look for the _____.
- An animal we would see on a farm is a _____.
- After supper Daddy smokes his _____.
- At Halloween I make a jack-o-lantern from a _____.

Perceiving Rhyme

Practicing
rhyming skills

For a rhyming activity see “Alternate Strategies” — “The Apple Hunt,” page 111.

Phonemic Analysis

Developing
association of
phoneme /p/
with its graphemic
correspondence
/p/p, P

A reminder to the teacher: a *phoneme* is a language sound, which we indicate as /p/. A *grapheme* is a letter used to represent a language sound, which we indicate as **p** and **P**. The correspondence of the sound with the letter is indicated as /p/p, **P**.
Display the phonemic chart and follow these steps in developing the phoneme-grapheme correspondence /p/p, **P**.

- Step 1: Listening. (a) Say the words *Pat*, *pet*, *purr*. Have the pupils observe that they sound alike at the beginning. Point to each picture on the phonemic chart in turn and ask children to tell the name of the pictured object. Have the pupils note that these words all begin like *Pat* and *pet*. Elicit other words that begin with the same sound.
- (b) Read sentences similar to the following, and have the pupils listen for words beginning like *Pat*:



Daddy gave Peter a pen and pencil set.
Pam painted a picture of the park.
My pet parrot pecked some pumpkin seeds.

(c) Say a number of words, some beginning with *p* and some beginning with other letters. Have the pupils distinguish which words begin like *Pat*: *pudding, push, cat; back, pie, park*.

Note. In working with initial consonants at this level, avoid using words beginning with consonant clusters, such as *play, pray*, etc.

Step 2: Saying. Say some words beginning like *Pat*. Have the pupils watch your mouth closely as you pronounce the initial consonant. Then check each pupil carefully as the children say the words after you.

Step 3: Seeing. Print *Pat* on the chalkboard. Ask those pupils whose names begin like *Pat* to tell their names. As each name is given, print it on the chalkboard under *Pat*. If there are not enough names, ask the pupils to suggest names that begin like *Pat*, and write them on the chalkboard. (Three or four names should be enough.)

Pat
Penny
Peter
Paul

Have the pupils notice that they all *look alike* at the beginning.

Note that the names on the board all begin with a capital letter. Elicit from the pupils that names of people always begin with a capital letter when they are written down.

pet
purr
pink
pan

Have the pupils notice that these words **look alike** at the beginning.

Step 4. Printing. This is an important step that should accompany the teaching of every consonant. It makes learning more meaningful. The child must know how to *print* a letter before he can truly use it.

p P

See "Initial Writing" — "Printing," pages 107-109.

In their copies of *My Sound and Letter Book*, let the pupils devote one page to *P, p*. Have them cut out pictures from catalogues or magazines and paste them into the book. Each pictured object must begin with *p*. If desired, the pupils might draw their own pictures. Have them print the letter *p* under each picture, using capital *P* under some pictures and small *p* under others.

Further practice is provided in the *Mr. Mugs Book* and in the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," page 109.

Additional reinforcement is given in "Alternate Strategies" — "Clear the Track," page 112, and "Build a Puzzle," page 113.

Starting
My Sound and
Letter Book

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness
Acquiring awareness of questions

Noting capitalization of names of pets
Recognizing and matching capital and small-letter forms

Sentence Awareness

*Discriminating
between finished
and unfinished
sentences;
completing
sentences*

Remind the pupils that when we want to tell someone something, it is important to finish what we want to say, so that the other person will know what we mean.

"Listen to this."

Read the following sentence, indicating by the inflection of your voice that it is complete.

Yesterday I got a new bike.

"Is that finished?"

"Yes, it is finished. It tells what I got and when I got it. It tells the whole thing.

"Listen to this one."

Read the following incomplete sentence, ending with an unfinished inflection.

In a little while I'm going to . . .

"Is that finished? Why not?"

"That's right. It isn't finished because it doesn't tell *what* I'm going to do. It doesn't tell the whole thing. Who can suggest what I might be going to do in a little while?"

"Yes, I might be going to have lunch. Let's put it all together. Listen. "Read with a finished inflection:

In a little while I'm going to have lunch.

"Is that finished?"

"Yes, it's finished because it tells *what* I am going to do. It tells the whole thing.

"Listen again, to see if it makes sense."

In a little while I'm going to have lunch.

"Yes, it makes sense. I usually do have lunch a little while from now."

Continue in a similar manner with the following:

I like to . . .

My Dad goes to work every morning.

We like to go outside to play at recess time.

"All these sentences we have been talking about *tell* you something. Sometimes we don't want to *tell* something, we want to *ask* something.

"If I say, 'My name is Janice,' I am *telling* someone what my name is. If I say, 'What is your name?' I am *asking* someone what his or her name is."

Let the children take turns telling someone their name and asking what the other person's name is; for example,

"My name is Ian. What is your name?"

"My name is Louise. What is your name?" Etc.

"When we ask someone something, we have to be sure to ask the whole thing, so that the other person will know what we want to know. Listen to this."

Read the following incomplete question, indicating by the inflection of your voice that it is not finished.

What is your . . . ?

"Is that finished? No, it isn't finished, because it doesn't let you know *what* I am asking for. I haven't ask the whole thing. Now, listen."

What is your name? (*Use finished inflection.*)

"Is it finished now? Yes, it's finished because I have let you know *what* I want to know. I have asked the whole thing.

"Listen to this one."

*Acquiring
awareness
of questions*



What is your favorite . . .? (*Unfinished inflection*)

"Is this finished?"

"No, it isn't finished. I haven't let you know *what* I want to know. I haven't asked the whole thing. Who can tell us a word that will finish it?"

"Color? Let's try it. Listen."

What is your favorite color? (*Finished inflection*)

"Is it finished now? It is finished. It asks the whole thing.

"Does it make sense? Listen again."

What is your favorite color?

"Does it make sense? Yes, it makes sense. You really might ask someone what his or her favorite color is."

Continue in the same manner with the following.

Are you going to . . .?

When will you . . .?

How many paper clips are there in that . . .?

Sum up this part of the lesson by reminding the pupils:

"When we want to ask someone something, we must be sure to ask the whole thing, so that the other person will know *what* we want to know, and we must be sure that what we are asking makes sense."

Sentence awareness is involved in "Decoding Skills: Word Meaning" and in "Initial Writing: Building Sentences."

Capitalization

*Capitalizing
names of pets*

Ask three or four children to tell the names of their pets. As each name is given, print it on the chalkboard. If any of the pets' names begin with *P*, let a child print the first letter.

Pal Goldie Ham Pete

Point out that each name is started with a capital letter.

"When we write the names of pets, we start with a capital letter, just as we do with the names of people."

The use of capitals for names of people is mentioned in "Decoding Skills: Phonemic Analysis" and reinforced in "Initial Writing: Building Sentences."

The use of capital letters at the beginning of sentences is mentioned in "Initial Writing: Writing My Own Reader" and reinforced in "Initial Writing: Building Sentences."

Alphabet Skills

*Matching
capital and
small-letter
forms*

Work with capitalized and small-letter forms. Have the pupils draw lines between words beginning with the two forms of the same letter.

Comes	pet
My	it
Pet	comes
It	my

Recognition of the two forms is stressed in "Decoding Skills: Phonemic Analysis," in "Initial Writing: Printing," and on the *Spirit Duplication Masters* or *Self-Help Activities*.

Further reinforcement is provided in "Alternate Strategies" — "Pick a Lollipop," page 112.

Skills Involved in Other Strands of the Lesson Plan

*Comparative
form with er*

Awareness of the suffix *er* of comparison is involved in "Concept Development: Readiness Reinforcement" by the use of *heavier* and *lighter*.

Using left-right
progression
Using the period
Using language

This is practiced and reviewed in "Concept Development: Presenting the New Words" and in "Initial Writing: Building Sentences."

The use of a period at the end of a sentence is involved in "Concept Development: Presenting the New Words" and in "Initial Writing: Building Sentences."

As in previous lessons, in "Concept Development." The use of descriptive language is also stressed in that part of the lesson plan.

INITIAL WRITING

Objectives

Composing a chalkboard story
Giving individual dictations
Building sentences, following models
Building dictated sentences
Learning to print *p* and *P*

Materials Needed

Writing My Own Reader
Word banks
Word cards for *my* and *pet* (new); for *Here, comes, it, Pat, a, jet* (from word banks)
Punctuation card for the period (from word banks)
Rebus cards depicting a car and a bird (from word banks)
A strip of black paper for each pupil
Lines on chalkboard for printing
Spirit Duplication Masters or Self-Help Activities, page 8

Composing Stories

It is suggested in "Integrative Options" that the children discuss the pets they saw when visiting another classroom and that some of their observations be built into a chalkboard story.

Make time for some dictation stories. Let the children choose their own story topics, or suggest that the stories might be about pets they have or would like to have.

Building Sentences

List the following on the chalkboard and have the pupils find the corresponding cards in their word banks:

Here comes it Pat a jet .

Ask the children to put the cards face up near the top of the desks as they find them. Check to be sure every child has found all the cards. This might be done by pointing to and naming each item on the board in turn and having the pupils hold up the corresponding card. Help any child who cannot find the cards, and plan to give him or her additional practice in word recognition.

Distribute the new cards for *my* and *pet* and the strips of black paper. Ask the children to put the new cards with the others, face up at the top of their desks, and place the black strip across their desks near the middle.

Print the following sentence on the chalkboard, or build it in the pocket chart. Don't forget to put a green dot beside the first word.

- Here comes my pet

Read the sentence to the pupils and ask:

"Is this finished? Yes, it is finished. It tells the whole thing. What should I put at the end to show that it is finished?"

Contributing to a
chalkboard story
Writing
My Own Reader

Getting the
cards ready

Watching the
building of
the model;
noting sentence
requirements

*Building
the sentence*

*Checking
and reading*

*Building
dictated
sentences*

Tidying up

*Introduction
to the printing
program*

Lines and spaces

“Yes, a period.” Put in the period or the period card.

Read the sentence again, noting that it starts at the left, where the green dot is, and goes to the right, and that it begins with a capital letter.

“Now let’s see if you can build this sentence on the black paper on your desk. You can look at the one I made to help you. Don’t forget to begin at the left, where the green dot is, and go to the right.” Sweep your hand under your model sentence.

“Be careful to put the words in the right order. If the words are not in the right order, your sentence will not tell the same thing as mine does.”

When the pupils have finished, have them check their work.


“Are all the words in your sentence in the right order? Did you remember to put the period at the end?”


Then have the sentences read.

Direct the children to break up their sentences and put the cards back with the others at the top of the desk.

Proceed in the same manner to have the pupils build the following sentences on their desks, one at a time.

Here it comes Pat .

Here comes my  .

Here comes my  .

“Now we’re going to try something new. This time I’m not going to write anything on the board (or build anything in the pocket chart). I’m just going to *tell* you what to say and see if you can build it on your desks.”

Dictate the following sentences slowly, one at a time, allowing the pupils to locate each card and put it in its place on their desks. Dictate the period at the end of each sentence too. Remind the pupils to work from left to right.

Here comes a jet.

Here it comes.

When the children have finished, print the sentences on the board and ask the pupils to check their sentences to be sure they are right. Then have the sentences read back.

Have the cards returned to the word banks, and the word banks put back on the shelf. Collect the black strips for further use.

Printing

To the Teacher

The printing sequence is closely related to the developmental language program and develops as the latter unfolds. The children who learn to print well and with ease have a decided advantage when faced with the more challenging task of written communication.

Most children can learn to print quite well, since all that is required is the development and control of fine muscular movements. However, good printing habits do not happen automatically; pupils must be taught correct formations from the very beginning. The good example set by the teacher will serve to impress upon the children the fact that neat, legible printing is something to be proud of and that it is also a valuable asset when it comes to written communication.

Before the pupils begin the task of printing, they must be aware of lines and spaces. Unless they realize that there are three spaces to work with whenever they attempt to print a word, they will have problems. Paper lined with solid and dotted lines will be a big help since the solid lines mark the outer limits of the printing spaces.

Pat a jet Mommy

space 1

space 2

space 3

Dd Curt p c

space 1
space 2
space 3

Presentation
of the letters

Coloring in (shading) spaces 1 and 3 will help to clarify things. So will questions such as: "Which part of the letter is in space 1? in space 2? in space 3?"

When a letter is presented to the pupils for the first time, it should be carefully demonstrated by the teacher on the chalkboard or on chart paper.

The "language" of printing is relatively simple.

1. Pupils are asked to print *letters*, not sounds.
2. Some letters are round; some have straight lines attached to them; some have curved elements.
3. In some cases the pencil must move in a clockwise direction; in other cases it goes in the opposite direction.
4. In printing the letters, the direction is from left to right in a continuous horizontal direction.
5. Work from the top of a page towards the bottom.

When demonstrating in full view of the children, the teacher should point out:

- (a) in which space the letter is started;
- (b) in which direction the pencil is to move;
- (c) whether or not the direction changes.

All of the letters begin in space 2 except *b, f, h, k, l, t*. The letters *g, j, p, q, y* are those which extend down into space 3.

If the teacher gives a running commentary as the letter formations are made, it will be more helpful than if they are made without a verbal description of what is actually happening. The pupils should then have some practice at making the letter in the air and in tracing the model letter on the board. They should then be given the opportunity to do some samples at the chalkboard before they are asked to do individual assignments at their tables or desks. The *Spirit Duplication Masters* or *Self-Help Activities* accompanying the program contain practice sheets for each letter and additional practice exercises as well. The pupils should be given several opportunities to practice each letter. (For more detailed procedure, see under "The Lesson" on the next page.)

The following letters are taught during the chart stage — Level One.

p c m d s f h

These letters are closely integrated with the core sight words and the initial consonants as these are introduced and developed.

Learning to print is a slow process and there are many letters to master, but there is no need for hurry or worry. Even though the child can print only a limited number of letters, he or she is already expressing ideas in writing by means of the word cards.

As each phonetic element is introduced, the printing of the corresponding letter will be given due emphasis. However, in order that some pupils will not be hampered in their desire and ability to print their own ideas, the following printing sequence is suggested for those capable of handling it. The pacing of these printing lessons will, of course, vary according to the ability of the pupils to master the letters.

The practice sheets for this accelerated program are included in the *Spirit Duplication Masters* or *Self-Help Activities* for the designated lessons.

Lesson 8:	o, a, e	— c guide letter
Lesson 10:	n, r, i, u	— m guide letter
Lesson 12:	l, t, k, b	— d guide letter
Lesson 20:	g, j, y, q	— p guide letter
	v, w, x, z	— no guide letter

This sequence can then be followed by the printing of sentences ranging from the quite simple to the more difficult.

While the pupils are mastering their printing skills, they are becoming more proficient at creating their own sentences with their word-bank cards and dictated stories. Eventually they

Development
of the program

Suggested
pacing

will want to print their own ideas, or at least part of them, instead of always asking the teacher to do it for them. At first they will only be able to print a word or two, but before long they will be printing entire sentences because the printing and the initial writing program have developed simultaneously.

The Lesson

Learning to
print p, P

The printing lessons will begin with the printing of the small-letter and capitalized forms *p*, *P*, beginning with the small letter, then going to the capital.

1. At the chalkboard, or on chart paper, demonstrate the printing of the letter, pointing out in which space the letter is started, in which direction the pencil is to move, and any changes in direction. Demonstrate the printing two or three times, saying each time, "Straight stick; round ball," or whatever language of printing you prefer.

2. Stand with your back to the pupils and trace the letter in the air, describing each movement as you make it. Ask the pupils to "draw" the letter in the air with you. Do this several times.

3. Ask the pupils to close their eyes and "draw" the letter in the air several times, as you describe the motions.

4. Call upon individuals to tell you what to do as you trace the letter in the air.

5. Let the pupils come to the board and trace your models with their fingers.

6. Have the children come to the lined board and try printing the letter themselves several times, using your samples on the board as models. As the children print, check to be sure they are following the procedure as you demonstrated it and that they are putting the various parts of the letter in the correct spaces. If a child becomes confused and reverses the letter, print the letter correctly beside his or her letter, so that the difference is clearly seen and comprehended by the child.

7. When the pupils have shown that they can print the letter correctly on the board, let them practice on their own, using page 8 of the *Spirit Duplication Masters* or *Self-Help Activities*.

Additional practice is provided in the exercise suggested for *My Sound and Letter Book*, on page 103, in the exercises on pages 36 and 39 of *Mr. Mugs Book*, and on pages 8 and 10 of the *Spirit Duplication Masters* or *Self-Help Activities*.

Reinforcement is provided in "Alternate Strategies," — "Build a Puzzle," page 113.

SEAT WORK

Mr. Mugs Book

Page 32. Word Recognition. Cutting out phrases and pasting under correct pictures.

Page 35. Word Recognition. Drawing pictures to illustrate sentences.

Page 36. Printing/Auditory Discrimination/Phonemic Analysis of Initial Consonant *p*. Tracing letters; joining dots to make letters; using starting points to print letters; cutting out and pasting pictures of objects whose names begin with the same sounds as word *Pat*.

Page 39. Printing/Auditory Discrimination of Initial Phoneme /p/. Tracing letters; joining dots to make letters; using starting points to print letters; drawing picture of objects whose names begin with the same sound as word *Pat*.

Spirit Duplication Masters/Self-Help Activities

Page 8. Printing. Printing *p*, *P*.

Page 9. Auditory Discrimination of Initial Phonemes /p/ and /k/. Coloring pictures whose names begin with same sound as words *Pat* and *Curt*.

Page 10. Auditory Discrimination/Phonemic Analysis/Printing of Initial Consonant *P*. Coloring pictures of objects whose names begin with the same sound as the word *Pat* and printing the letter *p*.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words
Matching rhyming pictures
Practicing auditory discrimination of phoneme /p/
Recognizing letters of the alphabet

Mail Box

*Word
Recognition*

Objective

Recognizing vocabulary words

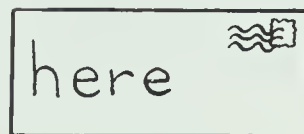
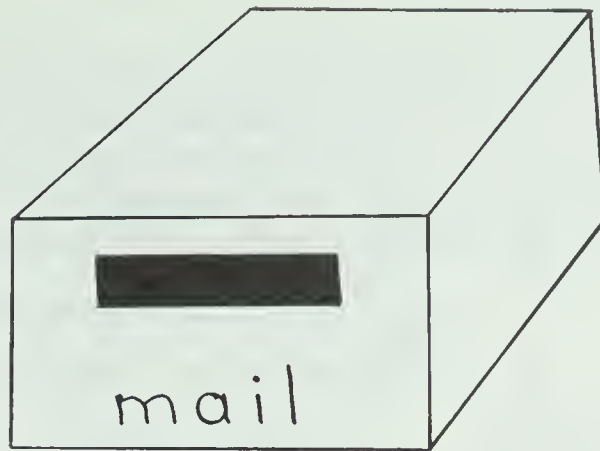
Number of Players

Two or three

Materials Needed

Mailbox
Envelopes with vocabulary words printed on the front





Procedure

All the envelopes are placed face down on the table. Taking turns, each pupil chooses an envelope. If the child can say the word on the envelope correctly, he or she may mail the letter. The game continues until all the envelopes are mailed.

Decoding
Skills:
Rhyme

The Apple Hunt

(Mr. Mugs Games)

Objective

Matching rhyming pictures

Number of Players

Two

Materials Needed

A large picture of an apple tree covered with apples, each apple having a picture on it. A set of picture cards, some having a picture of an object whose name rhymes with one of the apple pictures on the tree, others picturing non-rhyming objects.



Procedure

Taking turns, the children each select a picture card. When a pupil does so, he or she looks for an apple on the tree that has a picture that rhymes with the picture on the card. The child then says the two rhyming words and keeps the picture card. If a player selects a picture card that does not have a rhyming apple, he or she discards the picture card. The pupil with the most picture cards at the end of the game wins.

Decoding
Skills:
Phonemic
Analysis

Clear the Track!

(Mr. Mugs Games)

Objective

Practicing auditory and visual perception of /p/p/

Number of Players

Two

Materials Needed

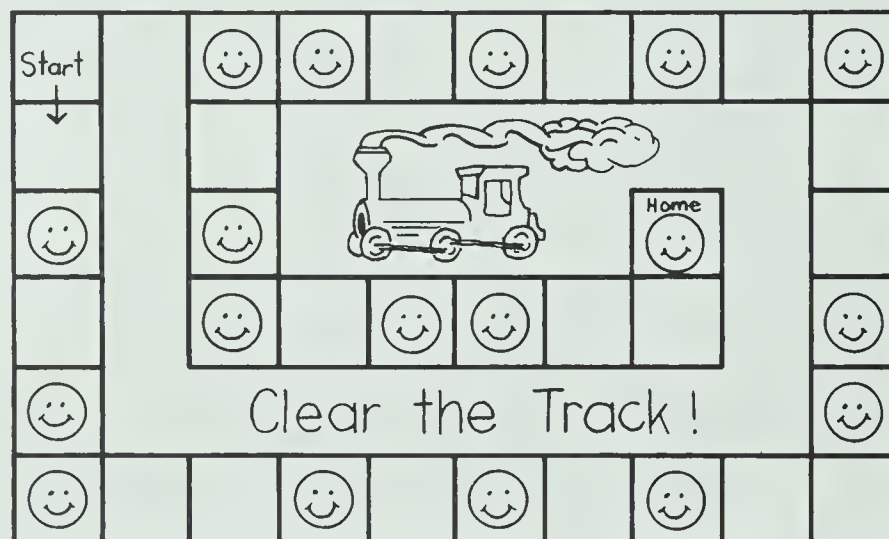
A game board

A set of 20 cards, 16 picturing objects whose names begin with *p*, four picturing objects whose names begin with letters other than *p*.

The letter “p” appears on the back of each card picturing an object that begins with *p*.

A die

A marker for each player



Procedure

Arrange the cards with the picture side up. The players roll the die in turn and move their markers the number of spaces indicated along the track. If a player lands on a space marked with a happy face , he or she may choose a card. If the pictured object on the card begins with *p*, the child may keep it. (Check on the back of the card.) If the player chooses incorrectly, he or she loses a turn. The player with the most cards at the end of the game wins.

Language
Development:
Alphabet Skills

Pick a Lollipop

Objective

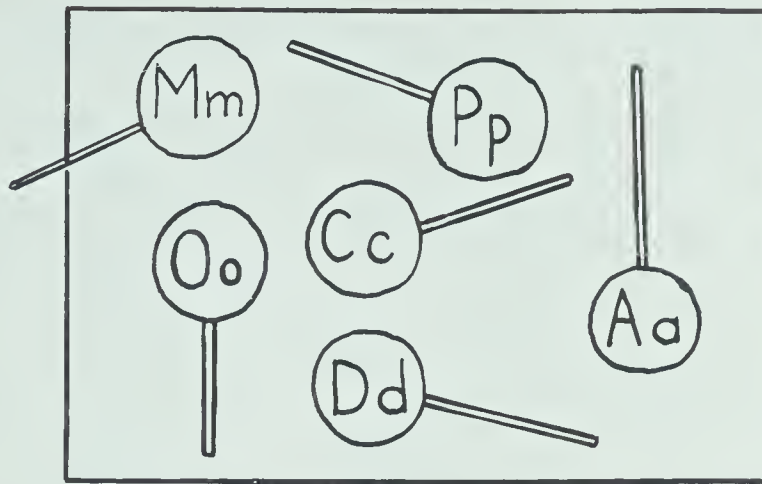
Recognizing letters of the alphabet

Number of Players

Three or four

Materials Needed

Paper lollipops with letters of the alphabet printed on them — both capitalized and small-letter forms.



Procedure

Place the lollipops on the table. The pupils take turns picking up the lollipops and saying the letters. They may keep the ones they say correctly. The pupil with the most lollipops at the end of the game wins.

*Decoding Skills:
Phonemic Analysis*

Build a Puzzle

(Mr. Mugs Games)

Objective

Developing auditory and visual perception of /p/p

Number of Players

Individual

Materials Needed

Puzzle parts with “p” pictures on them, shaped so that they can be fitted together to form P, in the manner of a jigsaw puzzle

Procedure



The child pieces together the parts of the puzzle in such a way that the letter P is formed. He or she then reads the pictures to a friend.

CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
 *Listening to and interpreting a story
 Interpreting a pictured situation and details

Developing Sight Vocabulary

Recognizing new words—*I, can*
 *Reading sentence on a chart
 Noting left-right progression
 *Framing new words
 Reading sentences on chalkboard

Readiness Reinforcement

Reviewing the color red
 Classifying

Integrative Options

Physical Education—developing body awareness
 *Environmental Studies—learning about helpers
 *Interest Center—displaying and classifying toys
 *Listening to music; marching
 Music—integrating sound and symbol; developing fluency
 *Drama—developing personal imagination
 Listening to a poem for enjoyment
 Visual Arts—painting and modeling
 Making a “red” tree
 Books—listening to and looking at

Decoding Skills

Using context clues—listening to supply final word
 *Using context clues—listening to supply medial word
 Listening to complete rhyming couplets
 Listening to identify rhyming words
 *Developing the phoneme-grapheme correspondence /k/ c, C
My Sound and Letter Book—pasting in or drawing “c” pictures; printing c and C

Language Development

Noting one-letter words *I* and *a*
 *Using a capital letter to begin a sentence
 *Developing sentence awareness
 Noting and using capitalization
 Recognizing capital and small-letter forms
 Noting and using left-right progression
 *Using punctuation—period and question mark
 Using language

Initial Writing

Giving individual story dictations
 Building sentences, using models
 Developing sentence awareness
 Using punctuation—the period
 Using left-right progression
 Using capitalization
 Building dictated sentences
 *Building questions
 *Learning about the question mark
 *Learning to print c, C
 *Learning to print o, O; a, A; e, E

Seat Work

Mr. Mugs Book: pages 40, 43, 44—
 printing auditory discrimination of /p/, /k/; practicing phonemic analysis of p, c
Spirit Duplication Masters/Self-Help Activities
 pages 11, 12, 13, 14—
 printing c, C, o, O, a, A, e, E
 pages 15, 16—printing; practicing
 auditory discrimination of /p/, /k/;
 practicing phonemic analysis of p, c

Alternate Strategies

Recognizing vocabulary words
 Practicing visual perception of C
 Practicing auditory perception of phoneme /k/

Literary Appreciation Skills

Listening to a story
 *Acquiring awareness of plot
 *Relating picture and story
 *Valuing a story character
 Listening to a poem for enjoyment
 Listening to supplementary story books
 Perceiving rhyme in couplets
 Giving individual story dictations

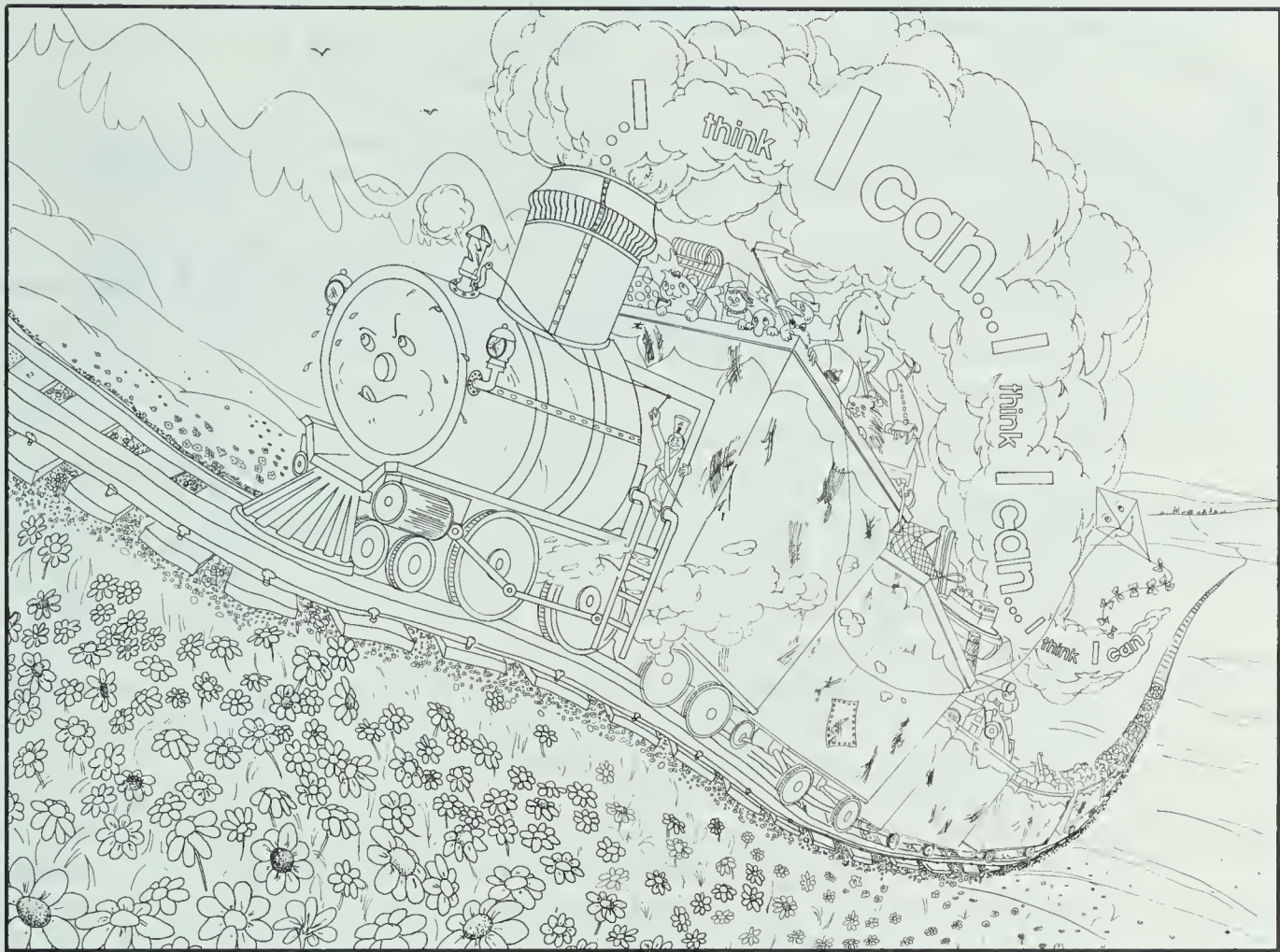
Comprehension:-

Literal Critical Creative

*Understanding plot of story
 Recalling story details
 Noting details
 *Valuing a story character
 Using context clues to complete sentences
 Checking pupil-completed sentences for sense

Listening

Listening attentively to participate in discussions
 Listening to follow directions
 Listening to music
 Listening to learn the words of a song
 Listening to pupils' stories
 Listening to a poem
 Listening to supplementary books
 Listening to complete sentences
 Listening to complete rhyming couplets
 Listening to detect rhyming words
 Listening to detect initial sounds
 Listening to discriminate
 Listening to build dictated sentences
 Listening to instructions for printing letters



CONCEPT DEVELOPMENT

Objectives

- Developing facility in oral expression
- Listening to and interpreting a story
- Interpreting a pictured situation and details
- Recognizing the new words *I* and *can*
- Recognizing the color red
- Classifying

Materials Needed

- A toy train or a picture of a train
- Chart 11, or *Mr. Mugs*, page 17

Introducing the Theme

- Show the group a toy train or a picture of one. Ask:
- "How many of you have a toy train at home? What kind of train is it? How does it work? Is it like this one?"
 - "Can you name some different kinds of trains? What are they used for?"
 - "Look at all the different parts of this train. Who can name them for us?"
 - "What is the most important part of a train? Why do you think so?"
 - "What would happen if the engine broke down?"



Discussing
trains

"I am going to read a story about a train that had a problem. What do you think the problem might be?"

"Listen as I read the story, to see if you guessed the train's problem."

Try to read the story as expressively as possible, to help the pupils follow and visualize the events it describes.

The Little Engine That Could

Once upon a time there was a little town nestled in a valley at the foot of a big mountain. It was usually a happy town but just now it was sad. It was sad because the children who lived in it were sad.

The children of the town were sad because they had no toys. For months and months not a toy had arrived in the town. To get toys there, trains had to come over the big mountain. It was very hard for an engine to pull a train of cars over that mountain. So, only big, important freight engines came to the little town and they pulled big, important freight cars loaded with big, important things for grown-ups, like stoves and washing machines and refrigerators and tractors. They had no use for little things like toys.

One day the mayor of the town sent an order to a toy factory far away on the other side of the mountain.

"Our children need toys," said the order. "Load a whole train full of toys and send it to us as soon as you can."

The children were very excited waiting for the train to come. They could hardly wait for the day when the train would arrive.

The owner of the toy factory got together a train full of every kind of toy you can think of. He couldn't get a big, important freight train to take the toys, so he loaded them all onto a rickety old train of cars pulled by a rickety old steam engine.

Everyone was happy as the train started off for the little town. But, just as they were coming in sight of the big mountain — CRASH!! — a wheel fell off the rickety old steam engine!

The engine sat down miserably on the tracks. "Oh dear!" he moaned. "I did want to take these toys to the children. But I can't go on without a wheel. I can't! I can't! Oh dear! Oh dear!"

When the cars saw what had happened to their engine they began to sigh and sag sadly on the tracks. All the toys were downhearted too, and some of them began to cry.

"Oh, oh!" sobbed a baby doll. "Now I won't have a little mother to play with me and love me."

"And I won't have anyone to wind me up and make me fly!" sniffed a jet.

Just then, a toy soldier jumped out of the last car and marched to the front of the train.

"Come, come!" he said. "Don't give up hope. There are lots of engines running on these tracks every day. Perhaps one of them will help us."

Presently a big, shiny diesel engine appeared in the distance, coming toward the rickety old train on the next set of tracks. When it came near, the toy soldier flagged it down.

"Please, Mr. Diesel Engine, will you help us? We want to go to the children on the other side of the mountain but our engine has broken down. Will you pull our cars over the mountain?"

The big, shiny diesel engine gave an indignant snort. "You want *me* to pull your rickety old cars? I'll have you know I pull only the best cars — shiny, modern passenger cars! I wouldn't dream of pulling a shabby train full of toys! No, indeed!"

With another indignant snort, and a loud bleat of its horn, the diesel engine raced away and soon disappeared in the distance.

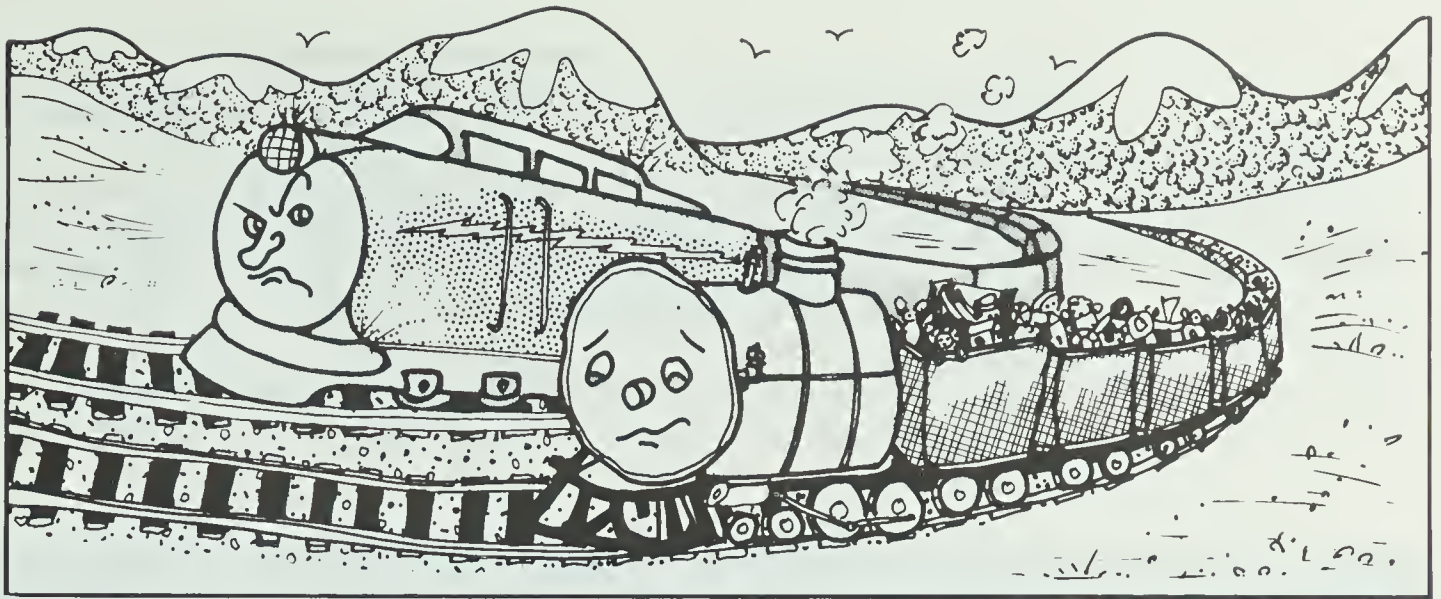
The rickety engine sighed a deep sigh. The rickety cars sagged a little lower on the tracks and some of the toys began to cry again.

But the toy soldier did not lose hope. "Cheer up!" he said. "There are lots more engines. Surely one will help us."

Just then a great big uppity freight engine came along. The toy soldier flagged him down and the engine came to a halt with a great screech of brakes.

"Please, Mr. Freight Engine," said the toy soldier. "Our engine has broken down. Will you pull us over the mountain to the children who are waiting for us?"

The great big freight engine gave a roar that frightened the toys half to death. "Are you suggesting that I pull your rickety old train full of toys?" he growled. "I pull only big, important freight cars — tank cars, and refrigerator cars, and flat cars loaded with automobiles. And you



are asking *me* to pull shabby old cars loaded with toys? Well, I should say *not!*" And with another angry roar he disappeared down the tracks.

The next engine that came along was a huffy, puffy, old steam engine. Its smokestack was rusty and its sides were dusty. Its wheels screeched dismally when it came to a stop.

The toy soldier explained their problem. "Please pull us over the mountain to the children," he asked.

The huffy, puffy steam engine moaned and groaned. "I'd help you if I could but I just can't. I can hardly pull myself along. I just can't pull your cars over the mountain." And the old engine chugged off, whining, "I can't! I can't! I can't!"

By this time even the toy soldier was feeling discouraged but he wouldn't give up. "There's still time!" he kept saying.

Just then, down the tracks came a tiny little engine. It was a funny little thing with a great big smokestack. It stopped when it saw the broken train.

"Please, Little Engine, will you help us to get to the children on the other side of the mountain? They are waiting for us. Will you pull us over the mountain to them?"

The Little Engine looked doubtful. "I'd like to help you," he said, "but I've never pulled anything over the mountain. Usually I just switch cars in the railroad yards, but today I have to go to the yards in another city. I don't know if I *can* pull you over the mountain."

"Oh, you can do it," said the toy soldier. "You're our only hope. Surely you can do it."

The little engine looked at the big mountain. Then he let a huge puff of smoke out of his smokestack. "Well, I think I can do it! At least I can try."

The little engine pulled the broken engine out of the way and backed down the track to the toy train. He hooked himself on and the toy soldier jumped onto the cab. With a cheery "Toot, toot!" they headed for the big mountain.

My, how big that mountain looked when they got to the foot of it! The little engine's heart sank when he looked up at it, but the toy soldier cried, "Don't give up! You can do it!" So the little engine said stoutly, "I think I can do it!" And he started up the mountain.

The little engine pulled and tugged with all his might. Great puffs of smoke came out of his smokestack. Slower and slower he went as he climbed the mountain, pulling the rickety old cars behind him. As he pulled and puffed and puffed and pulled, he kept saying to himself: "I think I can. I think I can. I think — I can. I — think — I — can. I — puff, puff — think — puff — I — can. I — think — I — can." Then, with a mighty huff and a puff and a tug and a gasp — he reached the top of the mountain!

All the toys cheered and the toy soldier shouted, "I knew you could do it."

The little engine smiled happily as he started down the other side of the mountain. As he raced downhill faster and faster towards the little town and the waiting children, he said to himself, "I — thought — I — could! I — thought — I could! I — thought — I — could! I thought I could! I thought I could! And I DID!"

Retold by Anna Gibbs

Acquiring
awareness
of plot

"Now that you've heard the story, who can tell us what the problem was?" Let various children tell their versions of what problem the train had.

"How was the problem solved in the story?" Again, let several children respond.

Presenting the Chart

"Here is a picture about the story." Present the chart, or have the children look at page 17 of *Mr. Mugs*.

"What part of the story does the picture show? What is happening in the picture?"

"Who helped the little engine when he was trying to pull the train over the mountain? Can you find the toy soldier in the picture?" Let a pupil go to the chart and point to him.

"Would you like to have someone like the toy soldier to help you with a problem? Why?"

Presenting the New Words

New Words

I can

"What was the little engine saying as he climbed the big mountain?"

"Look at the picture. Who can find the little engine's words?" Let a child point them out on the chart.

"Read what the little engine said."

Let several children read the words. As each one reads, sweep your hand under the words.

Have children find and frame the phrase that says "I can" as often as it appears.

Have them find and frame the word "I" as often as it appears.


Then have them find and frame the word "can" as often as it appears.

Print on the chalkboard:


I think I can.


Call individual children up to the board to read. After you have read the phrase "I think" have the child read "I can," sweeping his or her hand from left to right under the words.

Give additional practice in reading the new words. Place the following sentences on the board:


I can 

I can look.

Curt can 

I can 

Pat can look.

I can 

As the children come up to the chalkboard to read, have them frame the word *can* with their hands, or with two pointers after each sentence has been read.

Readiness Reinforcement

Concepts

Reviewing the color red

Classifying

Direct attention to Chart 11 again and review the color red by asking:

"What parts of the engine are red?"

"What red toys can you see?" Since some are hard to identify, let the pupils go to the chart and point to them.

"There are some red things that turn. What are they?"

"What other red things can you see in the picture?"

"How many red things can you think of that we see nearly every day?"

Let the children suggest as many things as they can. Help out with leading questions if necessary. Some possible answers are given below. Accept any others that are correct.

red traffic lights

stop signs

flashing red lights on fire engines, police cars, and ambulances

red flashing lights on airplanes
red warning lights for planes on top of high buildings and poles

Making associations

"Sometimes sounds make us think of colors. What noises could be called red?"
"Different colors make us feel different ways. How does red make you feel?"

Classifying

Have the pupils go to the Red Center and look at the items again. Help them to classify the items as food, clothing, school things, etc.

Making a
"red" book

Encourage the pupils to look for and cut out pictures in magazines depicting other red items for each category. As these are brought in, let the pupils paste them on sheets of paper. Staple the completed sheets together to form a "Red Book."

INTEGRATIVE OPTIONS

Physical
Education




Developing Body Awareness. 1. Let the children play the game "Hokey Pokey."

2. Ask the children to stand up and imitate what you do. With your back to the children, assume a certain pose. Remind the children to do it too. Face the children and assume the same pose, as they imitate you. Then have the children do the same thing with their eyes closed.

Repeat the procedure, assuming various positions.

Environmental
Studies:
Helpers

Discussing Helpers at School. Initiate a discussion on helpers at school, such as the custodian, the secretary, the nurse, etc. This will lead to the idea of pupils helping around the classroom. A Helpers Chart, such as the following, can summarize the discussion and serve as a reminder for daily responsibilities.

I can		Jane
I can		Ricky
I can		Pat

When the time comes to re-assign the duties, have the new child read what he or she can do and substitute his or her name for the previous one.

Interest Center

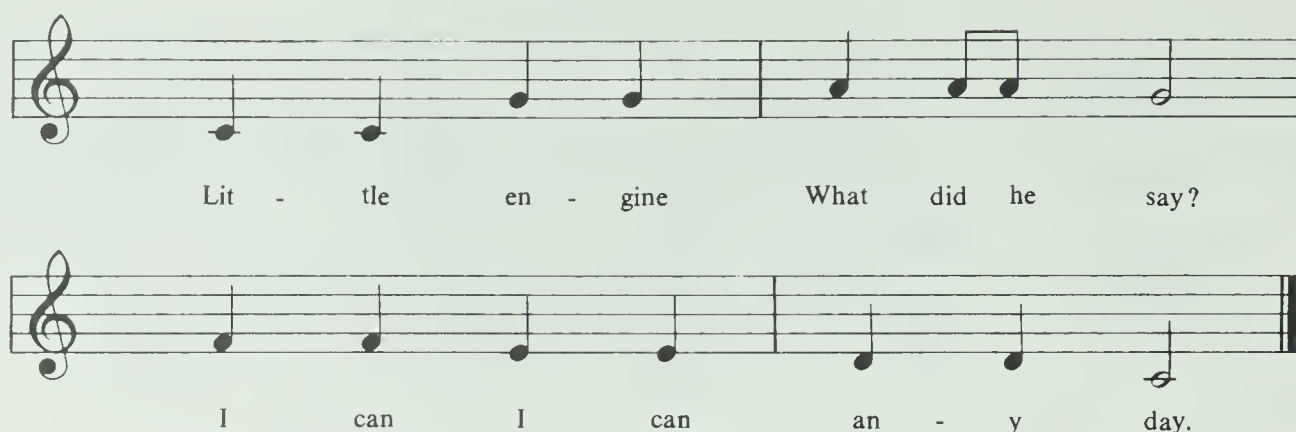
Classifying Toys. Since the story line centers on toys, this would be a good time to have the pupils bring in their favorite toy. The toys could be classified in a number of ways:

- Hard Toys — Soft Toys
- Big Toys — Little Toys
- Round Toys — Toys with Other Shapes
- According to color

Music

Listening to Music. Let the children listen to a recording of "The March of the Toys," then march around the room with their toys.

Integrating Sound and Symbol; Developing Fluency. Using the tune of the alphabet song (last two lines), sing with the children, remembering again to sweep your hand under the words. Let the children sing the song again, and have them clap to their singing. As they do this, point rhythmically to each note.



Tapping on the board, making very brisk, staccato movements as you tap, will help those children who have difficulty keeping time.

Drama

Developing Personal Imagination. 1. Some children might enjoy using their toy as a puppet to tell the class all about themselves or to tell how they feel about coming to school.

2. Some more enterprising pupils might form groups of two or three members and prepare a "play" for the class on a subject of their own choosing; for example, a bear, a doll, and a lion having a conversation.

Listening to a poem

Listening for Enjoyment. "Here is another poem about the color red that I think you'll like. Listen to what this writer has to say about red."

Red

Red is RED
 REALLY RED!
 CHERRIES are red. BERRIES are red.
 ROBIN REDBREAST'S VEST is red.
 The CREST on a WOODPECKER'S HEAD is red.
 CANDY APPLES on rickety sticks,
 ROOSTER COMBS and BUILDING BRICKS.
 RED, RED COATS for hunting RED FOXES,
 VALENTINE HEARTS and FIRE-ALARM BOXES.
 SANTA'S CLOTHES and RUDOLPH'S NOSE,
 RED RIDINGHOOD'S CLOAK and a RED, RED ROSE.
 TOMATO KETCHUP,
 STRAWBERRY POP,
 A RED TRAFFIC LIGHT —
 And that means
 STOP.

Visual Arts

Painting and Molding. Using the "red" chart made for the Red Center as reference, let the pupils do some molding or painting of red objects that interest them.

Reinforcing red

Making a "Red Tree." Let the pupils look at the items on display in the Red Center and ask: "Is all red the same color of red?"

"What other words do you know for *red*?" The pupils may suggest such words as *scarlet*, *ruby*, *crimson*, etc.

Using the "Name Tree" described in "Integrative Options" in Lesson 1, have the children make a "Red Tree." Let them cut patches of red, or pictures of red objects, from magazines, punch a hole in each one, thread a hanger through, and hang the object on the tree.

If some of the children have good color perception, they might work with these pictures and color patches, grouping together those that are the same, or almost the same, shade of red.

Story Books

Books for Listening and Looking

Where Is Willie? by Wilfried Blecher. McGraw-Hill.

Willie starts out on a train ride and has adventures.



Engine Number Seven, by Eleanor Clymer. Holt, Rinehart & Winston.

A small train that has worked hard is about to be replaced by a bus, much to the dismay of some children. Then the bus gets stuck in a snowstorm and the train runs again.

Sparky, by Hardy Gramatky. Putnam.

The story of a little train engine.

The Little Train, by Lois Lenski. Oxford University Press.

Lois Lenski's stories are very appealing to small children.

Clear the Track, by Louis Slobodkin. Macmillan, N.Y.

Michael crews a make-believe train.

DECODING SKILLS

Objectives

Using context clues

Perceiving rhyme

Developing phoneme-grapheme correspondence /k/c, C

Materials Needed

Chart 4, the phonemic chart for /k/

My Sound and Letter Book



Catalogues and magazines
Scissors
Paste

Word Meaning

Display Chart 4, the phonemic chart for /k/.

Read the following incomplete sentences to the pupils, ending each time with an unfinished inflection of the voice to indicate that something is missing. Ask the pupils to look at the chart and supply the missing word or words. Remind them that the word or words must make sense.

Rabbits like to eat _____.

A king and queen live in a _____.

"Now we're going to do something a little different. I am going to say something, and I'll leave a word out, just as I did with the two sentences we've just finished. But this time I'm not going to leave out a word at the end. Instead, I'm going to leave a word out in the middle.

"Listen carefully as I say the sentence." Read the sentence leaving a long pause where the word is omitted.

I put on my _____ when I go outside in winter.

"Look at the chart and find a picture of what I might put on when I go outside. Who can tell me what it might be?"

"Jan says it might be a coat. Listen, to see if it makes sense in the sentence.

I put on my coat when I go outside in winter.

"Does it make sense? Yes, it makes sense. Most people put on a coat to go outside in winter. Now, try this one."

Daddy drives his _____ to work every day.

"Look at the chart. Can you find a picture of something Daddy might drive to work?"

"A car? Listen."

Daddy drives his car to work every day.

"Does it make sense? Yes, it makes sense. Lots of men drive their cars to work.

"Let's try one more."

My pet _____ chases mice.

"Look at the chart. Can you find the picture of a pet that chases mice?"

"A cat? Listen."

My pet cat chases mice.

"Does it make sense? Yes, cats do chase mice.

"My, but you're good at doing this. You caught on right away! Good for you!"

Perceiving Rhyme

Read the following couplets and have the pupils suggest a rhyming word to complete each one.

I dreamt that my pet
Flew off in a _____.

He carried his pack
Upon his _____.

Run! Run!
As fast as you can.
Try to get
The Gingerbread _____.

I know a man
Whose name is _____.

Come and look
At my brand new _____.

Off to school
Went a silly cat,
With a wooly coat
And a bright red _____.

Read the following groups of words and have the pupils identify the rhyming words in each group.

fan, pan, lamp
cat, sat, door
cook, dog, took

tack, play, rack
jet, top, wet
mat, bird, sat

Phonemic Analysis

A reminder to the teacher. Although the consonant we are dealing with is initial *c*, the sound it represents is the same as that represented by *k*, and so the one phonemic symbol /k/ is used for both.

Step 1: Listening. (a) Say the following words: *Curt*, *comes*, *can*. Have the pupils observe that they sound alike at the beginning. Point to each picture on the phonemic chart in turn and ask children to tell the name of the pictured object. Have the pupils notice that these words all begin like *Curt* and *can*. Elicit other words that begin with the same sound.

(b) Read sentences similar to the following, and have the pupils listen for words beginning like *Curt*.

Martha gave Carol a tin of candies.
Carl likes carrots, corn, and cabbage.
Cathy had a cup of cocoa and a couple of pieces of cake.

(c) Say a number of words, some beginning with *c* and some beginning with other letters. Have the pupils distinguish which words begin like *Curt*: *cabbage*, *can*, *pie*, *back*, *carrot*, *car*.

Note. In working with initial consonants at this level avoid using words beginning with consonant clusters, such as *cream*, *claim*, etc.

Completing
rhyming couplets

Noting words
that rhyme

Developing
the phoneme-
grapheme
correspondence
/k/c, C

Step 2: Saying. Say some words beginning like *Curt*. Have the pupils watch your mouth closely as you pronounce the initial consonant. Check each pupil carefully as they say the words after you. Ask several children to tell what they do with their tongues as they start to say each word.

Step 3: Seeing. Print *Curt* on the chalkboard. Ask two or three children whose names begin with *c* to stand up and say their names. As the names are given, print them on the board under *Curt*. (If necessary, accept names beginning with consonant clusters, since the children do not know about them at this point and are aware of the initial consonant only.)

Curt
Cathy
Carol
Carl

Have the children notice that they *look alike* at the beginning. (If any children whose names begin with *K* wonder why they weren't asked to stand up and say their names, write the names on the board beside *Curt* and help the children to realize that the names do not look alike at the beginning even though they sound alike. Do not introduce this question of two letters representing the same sound unless it arises naturally.)

Call attention to the fact that all the words on the board begin with a capital letter. Recall that they are written this way because they are names of people.

Remind the pupils that all words do not begin with capital letters. Print *can* on the chalkboard and elicit that this word is written with a small letter because it is not a name. Print *comes* and *cut* on the board under *can*. Have the pupils note that these words *look alike* at the beginning.

Step 4: Printing. This is an important step that should accompany the teaching of every consonant. It makes learning more meaningful. The child must know how to print a letter before he can truly use it.

c C

See "Initial Writing" — "Printing," page 129.

Adding to
My Sound and
Letter Book

In their copies of *My Sound and Letter Book*, let the pupils devote one page to the consonant *c*. Have them cut out pictures from catalogues or magazines and paste them into the book, or draw their own pictures. Remind them that the name of each pictured object must begin like *Curt*. Have them print the letter under each picture, using capital *C* under some and small *c* under others.

For additional practice, have the pupils do the exercises in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See under "Seat Work" on pages 129-130.

Further reinforcement is provided in "Alternate Strategies" — "Build a Puzzle," page 131; "The Sound Tree," page 131.

LANGUAGE DEVELOPMENT

Objectives

Noting one-letter words *I* and *a*
Developing sentence awareness

One-Letter Words

Recall what the little engine was saying as it climbed the big mountain, and print on the chalkboard:

I think I can.

Noting one-
letter words
I and a

Call upon two or three children to read the words as you sweep your hand from left to right.

Ask various pupils questions such as the following, and direct them to answer using the same words as the little engine used:

"Margaret, can you run fast?"

"Nick, can you turn a somersault?"

"Jennifer, can you draw pictures?"

"Sandy, can you sing?"

Point to the words on the board again, and ask pupils to find and underline the word *I*.

"What is funny about the word *I*?" Elicit that it is a word with only one letter.

"We always use the capital letter *I* when we write *I*. That is because it is an important word to us, and it wouldn't look very important if we used a small letter, would it? No, it has to look important, and so we always use the big letter — capital *I*."

"We have learned another word that has only one letter. Can anyone remember what it is?"
Print on the chalkboard:

Here comes a jet.

Have the sentence read and the *a* underlined. Then print,

A pet can look.

Have this sentence read, and ask: "Why did I write capital *A* this time?"

"That's right. I used a capital *A* because it is the first word, and we always start with a capital letter when we write something. Remember, we use capital *A* if *A* is the first word. We use small *a* if *a* isn't the first word."

*Discriminating
between complete
and incomplete
sentences;
completing
sentences*

Sentence Awareness

"What do we always have to be sure of when we tell someone something?"

"That's right. We have to be sure to tell the whole thing, so that the other person will know what we mean. I'm going to tell you some things, and I want you to decide if each one tells the whole thing or not."

Read the following sentences to the pupils, ending the complete sentences with a finished inflection of the voice, the incomplete sentences with an unfinished inflection. Have the pupils determine each time whether the sentence is finished or not. Elicit words from the pupils to complete the unfinished sentences.

A train runs on . . . :

I like to watch trains.

The children in the story wanted

The little engine climbed the big mountain.

The toy soldier wouldn't give up.

*Completing
questions*

"We have to be sure to ask the whole thing when we want to ask someone something, too, so the other person will know what we want to know."

"I'm going to ask you some things, and I want you to tell me if I have asked the whole thing."

Read the following incomplete question, ending with an unfinished inflection of the voice.

Do you like to play with . . . ?

"Is that finished?"

"No, it isn't finished, because I haven't asked the whole thing. I haven't let you know *what* it is that I want to know. Who can tell me something that you might play with?"

"Toys? Let's see if that could finish what I was asking."

Do you like to play with toys? (*Finished inflection*)

"Is it finished now? Yes, it is finished. I have asked you the whole thing now. Listen again, to see if it makes sense."

"Does it make sense? Yes, it makes sense. I might ask you if you like to play with toys."

Ask the question of two or three children and have them answer it.

Continue in the same manner with the following incomplete questions, indicating with voice intonation that they are not finished.

Can your pet do . . . ?
How far is it from the school to . . . ?
When will you be ready to . . . ?
Will you lend me your . . . ?

Sentence awareness is involved in "Decoding Skills: Using Context Clues," and in "Initial Writing: Building Sentences."

Skills Involved in Other Strands of the Lesson Plan

Capitalization of names is recalled in "Decoding Skills: Phonemic Analysis." Capitalization of the first word of a sentence is reinforced in "Noting One-Letter Words" above and in "Initial Writing: Building Sentences."

Recognition of the two forms is included in "Decoding Skills: Phonemic Analysis," and in "Initial Writing: Printing."

This is stressed in "Concept Development: Presenting the New Words" and in "Initial Writing: Building Sentences."

The period is used, and the question mark is introduced and used, in "Initial Writing: Building Sentences."

In "Concept Development," as in previous lessons.

Noting and using capitalization

Noting capitals and small letters

Noting left-right progression

Using period and question mark

Using language

INITIAL WRITING

Objectives

Giving individual story dictations
Building sentences, following models
Building dictated sentences
Building questions, following models
Learning to print c and C
Learning to print o and O, a and A, e and E

Materials Needed

Writing My Own Reader
Pocket chart
Word banks
Word cards for *I*, *can/Can*, and *A* (new); for *look* and *a* (from the word banks)
Punctuation cards for the question mark (new); for the period (from the word banks)
Rebus cards for *see*, *smile*, and *hear* (new); for *bird* (from the word banks)
A strip of black paper for each pupil
Lines on chalkboard for printing
Spirit Duplication Masters or *Self-Help Activities*, pages 11, 12, 13, 14

Composing Stories

Don't forget to take down the children's dictated stories whenever you can. Occasionally pick up a dictation book and read one of the stories to the group. The young "author" will be extremely proud!

Building Sentences

List the following on the chalkboard and have the pupils find the corresponding cards in their word banks:

Writing My Own Reader

Getting the cards ready



look .  a

Ask the children to put the cards face up near the top of their desks as they find them. Check to be sure every child has found all the cards. This might be done by pointing to and naming each item on the board in turn and having the pupils hold up the corresponding card. Help any child who has difficulty finding the cards.

Distribute the new word cards for *I*, *can*, *Can*, *A*, the question mark card, and the new rebus cards for *see*, *smile*, and *hear*. Give each child a strip of black paper. Ask the children to put the new cards with the others, face up at the top of their desks, and place the black strip across their desks near the middle.

Print the following sentence on the chalkboard, or build it in the pocket chart. Don't forget to put a green dot beside the first word.

• I can  

Read the sentence to the pupils and ask:

"Is this finished? Yes, it is finished. It tells the whole thing. What should I put at the end to show that it is finished?"

"Yes, a period." Put in the period or the period card.

Read the sentence again, noting that it starts at the left, where the green dot is, and goes to the right.

"Who can tell me two reasons why this has a capital letter at the beginning?"

Elicit that we always use a capital letter at the beginning when we write something, and that we always use a capital letter for the word *I*.

Watching the
building of
the model;
noting sentence
requirements

*Building
the sentence*

“Now let’s see if you can build this sentence on the black paper on your desk. You can look at the one I made to help you. Don’t forget to begin at the left, where the green dot is, and go to the right.” Sweep your hand under your model sentence.

“Be careful to put the words in the right order. If the words are not in the right order, your sentence will not tell the same thing as mine does.”

*Checking
and reading*



When the pupils have finished, have them check their work.

“Are all the words in your sentence in the right order? Did you remember to put the period at the end?”

Have the sentences read, then direct the children to break up their sentences and put the cards back with the others at the top of their desks.

Proceed in the same manner to have the pupils build the following sentences on their desks, one at a time.


I can  .

A  can  .

*Building
dictated
sentences*

“Let’s build some more. This time I’m not going to write anything on the board (or build anything in the pocket chart). I’m just going to *tell* you what to say and see if you can build it on your desks.”

Dictate the following sentences slowly, one at a time, allowing the pupils time to locate each card and put it in its place on their desks. Dictate the period at the end of each sentence as well. Remind the pupils to work from left to right.

I can  .

I can look .

When the children have finished, print the sentences on the board and ask the pupils to check their sentences to be sure they are right. Then have the sentences read back.

*Building
questions*

“All the sentences we have built are sentences that *tell* something. Now let’s build some that ask something.”

Print the following on the chalkboard, or build it in the pocket chart. Remember to put a green dot at the beginning.

• Can I  

*Learning about
the question mark*

Read it to the pupils, using a finished inflection of the voice and ask:

“Is this finished? Yes, it is finished. It asks the whole thing. Now I’m going to put this kind of mark at the end.” Draw a large question mark on the board, or hold up the question mark card.

“We call this a *question mark*. When we write an asking sentence, we put a question mark at the end, to show that it is asking something and to show that it is finished.”

Put a question mark at the end of your model on the board or in the pocket chart.

• Can I   ?

*Building
the question*

“Now let’s see if you can build this on the black paper on your desk. You can look at the one I made to help you. Don’t forget to begin at the left, where the green dot is, and go to the right.” Sweep your hand under your model question.

“Be careful to put the words in the right order. If the words are not in the right order, your sentence will not ask the same thing as mine does.”

*Checking
and reading*

When the pupils have finished, have them check their work.

“Are all the words in your sentence in the right order? Did you remember to put the question mark at the end?”

Have the questions read, then direct the children to break up their sentences and put the cards back with the others at the top of their desks.

Proceed in the same manner to have the pupils build the following questions on their desks, one at a time.

Can I  ?

Can a    ?

Tidying up

When the exercise is finished, have the cards returned to the word banks and the word banks put back on the shelf. Collect the strips of black paper for future use.

Printing

*Learning to
print c, C*

Teach the pupils how to print the capital and small-letter forms of C, c, beginning with the small letter and then going on to the capital.

1. At the chalkboard, or on chart paper, demonstrate the printing of the letter, pointing out in which space the letter is started, in which direction the pencil is to move, and any changes in direction. Demonstrate the printing two or three times.

2. Stand with your back to the pupils and trace the letter in the air, describing each movement as you make it. Ask the pupils to “draw” the letter in the air with you. Do this several times.

3. Ask the pupils to close their eyes and “draw” the letter in the air several times, as you describe the motions.

4. Call upon individuals to tell you what to do as you trace the letter in the air.

5. Let the pupils come to the board and trace your models with their fingers.

6. Have the children come to the lined board and try printing the letter themselves several times, using your samples on the board as models. As the children print, check to be sure they are following the procedure as you demonstrated it and that they are putting the letter in the correct space. If a child becomes confused and reverses the letter, print the letter correctly beside his or her letter, so that the difference is clearly seen and comprehended.

7. When the pupils have shown that they can print the letter correctly on the board, let them practice on their own, using page 11 of the *Spirit Duplication Masters* or *Self-Help Activities*.

*Learning to print
o, O, a, A, e, E*

The printing of the letters o, O, a, A, and e, E may be taught at this point to those pupils who are ready and able to handle the accelerated printing program. Follow the same procedure as was used in the printing of c and C above, and give the pupils the *Spirit Duplication Masters* or *Self-Help Activities* for individual practice — page 12 for o and O, page 13 for a and A, page 14 for e and E.

Additional practice in printing p and c is provided in the *Spirit Duplication Masters* or *Self-Help Activities* and in the *Mr. Mugs Book*. See “Seat Work,” pages 129-130.

Reinforcement is provided in “Alternate Strategies” — “Build a Puzzle, on page 131.

SEAT WORK

Mr. Mugs Book

Page 40. Printing/Auditory Discrimination/Phonemic Analysis of Initial Consonant c. Tracing letters; joining dots to form letters; using starting points to print letters. Cutting out pictures of objects whose names begin with same sound as word *Curt* and pasting them in correct places.

Page 43. Printing/Auditory Discrimination of Initial Phoneme /k/. Tracing letters; joining dots to form letters; using starting points to print letters. Drawing pictures of objects whose names begin with same sound as word *Curt*.

Page 44. Auditory Discrimination/Phonemic Analysis of Initial Consonants p and c Printing. Circling letter that stands for the beginning sound of each pictures object. Tracing letters; joining dots to form letters; using starting points to print letters.

Spirit Duplication Masters/Self-Help Activities

- Page 11. Printing, Tracing letter *c*, *C*; joining dots to form letter *c*, *C*; using starting points to print letter *c*, *C*.
- Page 12. Printing. Tracing letters *c*, *o*, *O*; joining dots to form letters *c*, *O*, *O*; using starting points to print *o*, *O*.
- Page 13. Printing. Tracing letters *c*, *a*, *A*; joining dots to form letters *c*, *a*, *A*; using starting points to print *a*, *A*.
- Page 14. Printing. Tracing letters *c*, *e*, *E*; joining dots to form letters *c*, *e*, *E*; using starting points to print *e*, *E*.
- Page 15. Auditory Discrimination/Phonemic Analysis of Initial Consonants *p* and *c*. Circling letter that stands for the beginning sound of the name of each object.
- Page 16. Printing/Auditory Discrimination/Phonemic Analysis of Initial Consonants *p* and *c*. Tracing letters; joining dots to form letters; using starting points to print letters. Printing letter that stands for the beginning sound of the name for each object.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words

Developing auditory and visual perception of /k/c

Grab Bag

Word
Recognition

Objective

Recognizing vocabulary words

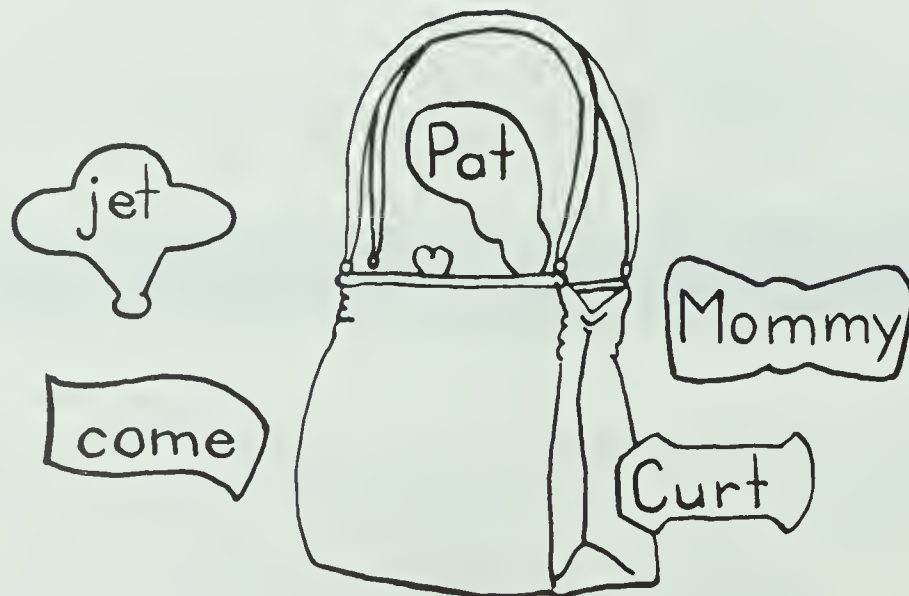
Number of Players

Two to four

Materials Needed

Old purse

Word cards of many varied shapes, each with a vocabulary word printed on it.



Procedure

With eyes closed, a pupil draws a surprise shape from the purse. If the child can say the word on the card correctly, she or he may keep it, if not, the card is put back in the purse. The player with the most word cards wins.

Build a Puzzle

(Mr. Mugs Games)

Objective

Developing auditory and visual perception of /k/c

Number of Players

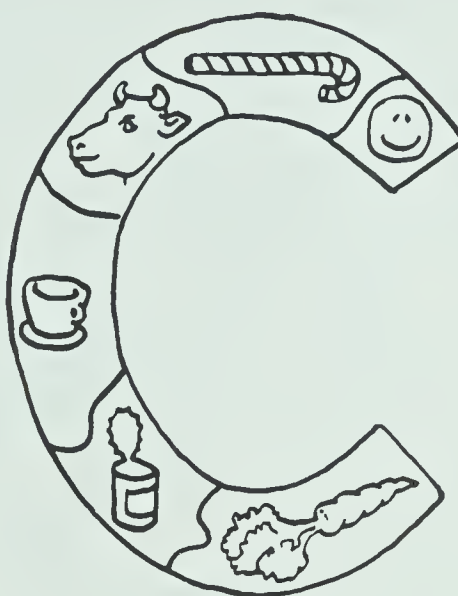
Individual

Materials Needed

Puzzle parts with "c" pictures on them, shaped so that they can be fitted together to form C, in the manner of a jigsaw puzzle

Procedure

See Lesson 7, page 113.



The Sound Tree

(Mr. Mugs Games)

The Sound Tree (see Lesson 4, page 70) can be used to reinforce auditory discrimination of initial /k/ at this time. There will need to be ten picture cards, showing objects whose names begin with c, and three picturing objects whose names begin with other letters. The word at the base of the tree trunk will be *Curt*.

CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
Listening to and interpreting a poem
Interpreting pictured situation and details

Developing Sight Vocabulary

Recognizing the new word—*surprise*
Reading chalkboard sentences
Framing new words
Reading to find specific words
Developing smoothness and fluency in oral reading
Noting left-right progression

Readiness Reinforcement

Recalling language of space: over, under, high, low, near, far, in front of, behind, up, down, around, across, below, on top of, beside
*Following oral directions

Integrative Options

- *Manipulative Activity—making patterns with parquetry blocks
- *Bulletin Board Display—discovering the surprise
- *Physical Education—developing spatial relationships
- *Environmental Studies—making a birthday chart
- *Interest Center—guessing contents of packages
- *Listening to a poem for “shape” and “sound” words
- Music—integrating sound and symbol; developing fluency
- Books—looking at and listening to

Decoding Skills

- Using context clues—listening to supply medial word
- Developing auditory perception of initial phonemes /p/ and /k/
- Listening for initial sounds
- *Forming new words using graphemic bases (consonant substitution)
- *Using and reading new words
- *Using flipcards

Language Development

- Developing sentence awareness: listening to discriminate between complete and incomplete sentences and questions; completing sentences and questions
- Matching capitalized and small-letter forms
- Noting and using capitalization
- Noting and using left-right progression
- Using periods and question marks
- Using language
- Noting words as units

Initial Writing

- Giving individual story dictations
- Building telling and asking sentences, using models
- Developing sentence awareness
- Using periods and question marks
- Using left-right progression
- Using capitalization
- Checking correct word order
- Building dictated sentences

Seat Work

Mr. Mugs Book: pages 45, 46—recognizing vocabulary words

Alternate Strategies

- Recognizing vocabulary words
- Developing visual memory of words
- Practicing phonemic analysis of *p* and *c*
- Recognizing letters of the alphabet

Literary Appreciation Skills

- Listening to a poem
- Valuing a poem
- Appreciating description
- Listening to supplementary story books
- “Reading” a picture book
- Perceiving rhyme
- Giving individual story dictations
- Contributing to a group chalkboard story

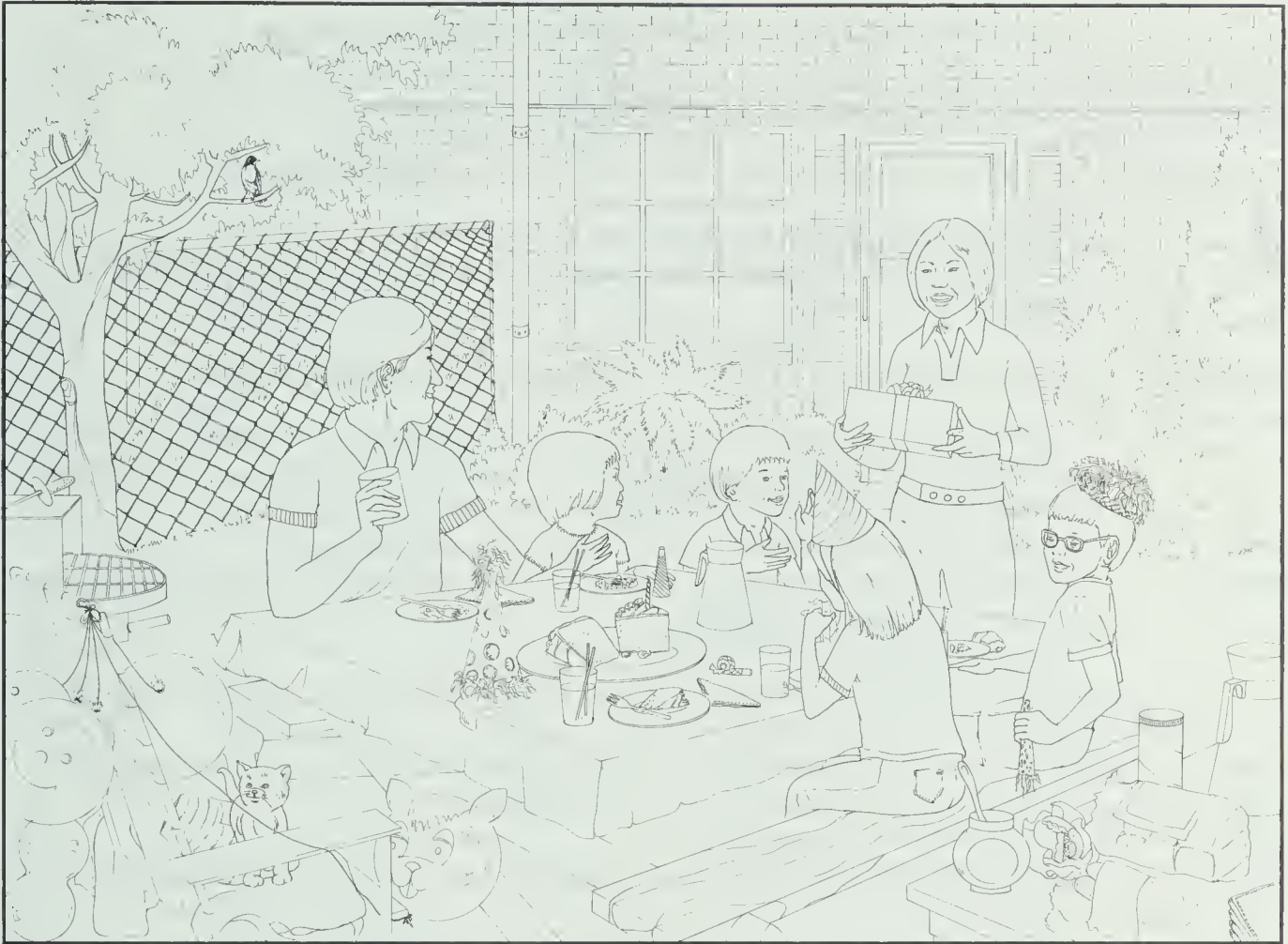
Comprehension:-

Literal Critical Creative

- Valuing
- Recalling and noting details
- Drawing inferences based on experience
- Interpreting a picture
- Drawing inferences
- *Discriminating between true and false statements
- Conjecturing
- *Understating quantitative words
- Using context clues to complete sentences
- Checking pupil-completed sentences for sense

Listening

- Listening for specific information
- Listening attentively in discussions
- Listening to follow directions
- Listening to a poem
- Listening to learn the words of a song
- Listening to supplementary books
- Listening to complete sentences
- Listening to check completed sentences
- Listening to detect initial sounds
- Listening to detect sound similarities
- Listening to discriminate
- Listening to answer questions
- Listening to build dictated sentences



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Listening to and interpreting a poem
 Interpreting pictured situation and details
 Recognizing the new word *surprise*
 Developing smoothness and fluency in oral reading
 Recognizing space concepts

Materials Needed

Chart 12, or *Mr. Mugs*, page 18
 A box containing candies, with fancy wrapping

Introducing the Theme

Discussing
Listening
for enjoyment

Ask the children to name days that are special to them and tell why they are special.
 "Here is a poem that tells what day one child considers special. Listen as I read it to you, to find out what day it is and why it is special."

Birthday

The next best thing to Christmas,
the next best day to prize,
is a birthday, when you're special
in everybody's eyes.

The next best thing to Christmas
if it's summer, spring, or fall,
is a birthday with a party
and a birthday cake and all.

Aileen Fisher

Recalling
a detail; valuing

"Why did the child in the poem feel that a birthday is special?"

"How many of you feel that your birthday is a special day for you? What do you do on your birthday that is special?"

Presenting the Chart

"Today is a very special day for Pat. She is going to have a party and some of her friends are coming to it. What do you think the special day is? Let's see how Pat is celebrating it."

Present Chart 12, or direct attention to *Mr. Mugs*, page 18.

Noting details
Inferring

"Who did Pat invite to her party? Who else is at the party?"

"Pat's pet came to the party. Where is he? What is he? Pat calls her pet *Tiger*. Why do you think she gave him that name?"

"How old is Pat today? Why do you think so?"

"What did they have to eat at the party? How do you know? How did they cook the hotdogs? Why do you think so?"

Social behavior
Inferring

"What are some things you must remember about being polite at a party?"

"What time of the year do you think it is? Why?"

Noting detail

"What is Mommy carrying?"

Guessing,
using logic

"Pat's Mommy and Daddy know what the surprise in the package is. What do you think it might be? Why?"

Have the children try to guess logically what the surprise might be. They should take into consideration the size of the box and guess something that could reasonably be in it.

Show the pupils the box of candy you have prepared and say:

"I have a surprise too. What do you think is in it? Remember, it has to fit into this box. Listen to see if you can guess the surprise." Shake the box. "Come and feel how heavy it is."

When the pupils have given their ideas as to what might be in the box, open it to see how many guessed correctly. Then pass the box around and let each child have a candy.

Presenting the New Word

New Word

surprise

Meeting the
new word
in context

"What do you think Mommy might have said to Pat as she brought out the package?"

Let the children give their ideas, then write the following on the chalkboard:

Surprise, Pat, surprise!

Here comes a surprise.

Look here.

Here it comes.

Read the sentences to the pupils. Then have several children read them. Ask each child to frame the new word *surprise* with his or her hands (or two pointers) after he or she has read the sentences.

Rereading
to locate
specific words

Ask several children to find the word in the sentences that tells you what is coming; that tells you it is Pat's surprise. Ask other children to identify, in line 4, the word that stands for *surprise*.

Developing
smoothness and
fluency in
oral reading

Place the sentences below on the board, or project them from an overhead projector, and have children read them.

Pat can surprise Daddy.
Here comes my surprise.
Can I look?
Look. My pet can surprise Mommy.

Strive for smooth, fluent reading. Have each child read silently first — “Read with your eyes only.” As the child reads, sweep your hand or pointer from left to right under the sentences.

Word recognition practice is provided in the *Mr. Mugs Book*. See “Seat Work,” on page 143.

Further Discussion Related to Chart Theme

Direct attention back to Chart 12.

“What do you think Pat’s friends are saying?”

“What is Tiger looking at? What do you think he wants to do? What surprise might Tiger get?”

Discussing
Inferring;
noting details;
anticipating

Readiness Reinforcement

Concepts

Language of Space

over	far	around
under	in front of	across
high	behind	below
low	up	on top of
near	down	beside



Following oral
directions using
language
of space

Have the pupils line up and march around the room.

Set up an obstacle course, using a table, a chair, a book, a strip of paper, etc. Have the children march again, directing them to go under the table, over the book, in front of the chair, across the paper strip, etc.

When they have returned to their seats, point to something high and something low. Ask individuals to bring you something that is far from your desk and something that is near, something that is on top of a table, something that is beside an object, etc.

Return attention to the chart and continue to develop the concept of the various space words by asking:

“What is over the picnic table? What is under the birthday cake?”

“What is high in the picture? What is low in the picture?”

“What is Tiger near? Who is far from Tiger?”

“What toy is in front of Pat? What is behind Daddy?”

“What is up in the tree? What is down on the ground?”

“Who are sitting around the table? Who is across the table from Pat?”

“What is below Tiger? What is on top of the birthday cake?”

“Who is beside Curt?”

Looking at
Chart 12

INTEGRATIVE OPTIONS

Manipulating

Making Patterns. Have the youngsters reproduce patterns using parquetry blocks.

Bulletin Board
Display

Discovering the Surprise. Wrap the ends of a small pocket mirror with adhesive tape, leaving short tabs. Pin the tabs to the bulletin board at the children’s eye level. Tack a piece of

construction paper over it. Cut a small door which can be opened over the mirror. Place the following sign above it.

Look!
Come here.
Surprise! Surprise!

At the end of the day, ask how many have read the sign and know the surprise. Have several children read the sign orally and demonstrate the surprise by showing the mirror.



Interest in this display can be maintained if the surprise is changed frequently.

*Physical
Education*

Recognizing Spatial Relationships. 1. Place a number of items, such as a table, a chair, a box, a hoop, a bench, a waste basket, etc., in the gym or in an open space in the classroom. Give directions such as:

- "Climb on top of the table;
- "Go around the chair;
- "Get into the box;
- "Go through the hoop;
- "Crawl across the bench;
- "Stand beside the waste basket."

2. Let the pupils set up their own obstacle course and give a verbal summary of their movements through it on its completion.

3. Let the pupil give a verbal commentary as the movement is being done. "I am jumping through the hoop." Etc.

*Environmental
Studies:
Birthdays*

Making a Birthday Chart. Initiate a discussion about the months of the year. Lead toward the making of a birthday chart or a birthday graph.

January	February	March	April	May
Marilyn	Danny	Lori	Rosa	Jody
Paul	Mary	Johnny	Frank	Cheryl

Enjoying a Surprise Center. Surprise the pupils with a “Surprise Center” composed of four bundles of different sizes done up as birthday surprises and two or three paper bags tied at the top.

Introduce the children to the center and ask them to listen to the following poem.

Bundles

A car full of bundles!
An arm full of bundles!
A table full of bundles!
Ready to unwrap.

Knobby, bumpy bundles,
Tiny square boxes,
And three squunchy paper bags,
Twisted at the top.

Wrapping papers rattle,
And tissue papers swish,
Boxes open quietly
But strings go pop!

Oranges and lemons,
Beans, and socks, and pencils.
Strainers for the kitchen,
Such a lot of things!

Rhoda Bacmeister

Allow the pupils to react to the poem. Then reread the first two stanzas as the children listen for words that tell about the shapes of bundles (*knobby, bumpy, tiny, square, squunchy, twisted*). Reread the third stanza, having the pupils listen for words that tell about noises (*rattle, swish, pop*).

Return attention to the Surprise Center. Various uses of the packages might be:

- a. If the packages are of different shapes, lead the pupils to discuss these aspects of the packages.
- b. Ask the pupils to guess what might be inside by concentrating on the length, width, and weight of the boxes.
- c. Have the children shake the boxes, listen to the sound that is made, and guess the contents.
- d. Open the boxes!

- Suggested contents:* 1. a small candy treat for each child, in a box.
2. Two spoons in a long box.
3. A new story book in a square box. (Read the story as soon as possible.)
4. A new toy for the classroom, in a bag.
5. Beans or beads in a jar. (Estimate how many and then count them.)

Integrating Sound and Symbol; Developing Fluency. Put the familiar song on the chalk-board again. Tell the children,

Music

Mom - my Dad - dy What a sur - prise!

I can hard - ly be - lieve my eyes.

The image shows two staves of musical notation in treble clef. The first staff contains the melody for the first line of the song, with lyrics 'Mom - my Dad - dy What a sur - prise!' written below it. The second staff contains the melody for the second line, with lyrics 'I can hard - ly be - lieve my eyes.' written below it. The notes are simple, using quarter and eighth notes, suitable for young children to sing.

"I have another story that goes with our little song. Sing it with me as you follow the words with your eyes."

Again, after having sung it two or three times following the words, have the children clap while they are looking at the notes. Point to the notes as they sing and clap.

Story Books

Books for Listening and Looking

Manuela's Birthday, by Laura Bannon. Albert Whitman.

A little Mexican girl has a birthday.

Birthday Presents, by Eugene Fern. Farrar, Straus & Giroux.

Many birthday presents are thought of, but Grandfather gives Joseph a very special birthday present.

Me Day, by Joan Lexau. Dial Press.

Rafer is disappointed when there is no birthday letter from his divorced father. Then a mysterious errand to a local store reveals a surprise that makes this birthday special.

A Birthday for the Princess, by Anita Lobel. Harper & Row.

The princess has many material things but is so rigidly bound by the conventions that she is almost a prisoner in the castle. Her very decorous birthday party is disrupted by some young friends who have a wonderful time, then carry the princess off to a life of fun.

Birthday, by John Steptoe. Holt, Rinehart & Winston.

A little black boy feels his birthday is special because he was the first child born in Yoruba, a pretend place to which his family migrated.

Martha's Birthday, by Rosemary Wells. Bradbury.

A funny, witty story.

It's Fun to Have a Birthday, by Carol Woodward. Fortress Press.

A young girl looks forward to her birthday.

Miss Suzy's Birthday, by Miriam Young. Parents Magazine Press.

A squirrel has a birthday.

Films to Watch

In, Out, Up, Down, Under, Over, Upside Down. 8 mins., color, MMp.

The Dragon's Tears. 16 mins., color. McGraw-Hill

DECODING SKILLS

Objectives

Using context clues

Forming new words using graphemic bases (consonant substitution)

Materials Needed

Chart 12

Flipcards for *Pat*, *cat*; *can*, *pan*

Word Meaning

Display Chart 12, or direct the pupils to open *Mr. Mugs* at the picture on page 18.

"I'm going to say some things to you about this picture. Every time I say something, I'm going to leave a word out, and I want you to tell me what that word might be.

"Here's the first one." Read the following, making a marked pause where the word is omitted.

Using context clues to complete sentences based on Chart 12

Mommy is carrying a birthday _____ for Pat.

"Look at the picture. What might Mommy be carrying?"

"A present? Listen, to see if it makes sense in the sentence."

Mommy is carrying a birthday present for Pat.

"Does it makes sense? Yes, it makes sense. People do give children presents for their birthdays. Now, try this one."

Continue in the same manner with:

There is a little _____ in the tree.

Daddy has a _____ in his hand.

There are two pieces of _____ left on the plate.

They had _____ to drink at the party.

Phonemic Analysis

*Working with
initial
p and c*

Work first with initial consonants *p* and *c*. Have pupils give you words beginning like *Pat* and *Curt*. On the board draw a number of objects whose names begin with *p* or *c*. Call upon individuals to say the names and print *p* or *c* under the pictures.

Structural Analysis

A reminder to the teacher: a graphemic base is a base to which various consonants can be added to form words; for example, the at in Pat and cat.

"Today we're going to have fun making new words from words we already know."



Print *Pat* on the chalkboard and have a child read it. Directly below *Pat* print *cat*. Ask if anyone can read this word. If no one responds, pronounce it for the group.

"Listen as I say these words — *Pat*, *cat*. Does *cat* begin like *Pat*?" (No) "Listen again — *Pat*, *cat*. Does the rest of *cat* sound like the rest of *Pat*?" (Yes)

"Look at the two words on the board. Does the beginning of *cat* look like the beginning of *Pat*?" (No) "Does the rest of *cat* look like the rest of *Pat*?" (Yes)

Ask a child to come to the board and draw a line under the part of *Pat* and the part of *cat* that look alike.

"We can often make a new word by changing the first letter of a word we know. Let's make some more."

Work in a similar way with the following words:



can
pan

Say the words *Pat* and *cat* and ask if anyone notices something about them. If no one remarks on it, point out that these words rhyme. Say *can* and *pan* as the children listen to see if they, too, rhyme.

"The new words we have made are real words that we can use." Ask the pupils to make up sentences using *cat*, *pan*, and *Pat*.

"We can read these new words too." Print the following sentences on the chalkboard and call upon volunteers to read them.

Here comes a cat.

I can   a pan

Here comes my pet cat.

I can surprise Pat.

Give the pupils reinforcing practice using the flip cards:

Pat can

cat pan

Note. With children who are experiencing a great deal of difficulty in learning to recognize the vocabulary words, it would be as well to postpone the introduction of consonant substitution until such time as they develop more strength in word recognition.

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness

Matching capital and small-letter forms

Sentence Awareness

"What do we always have to be sure of when we tell someone something?"

"That's right. We have to be sure to tell the whole thing, so that the other person will know what we mean. I'm going to tell you some things, and I want you to decide if each one tells the whole thing or not."

Read the following sentences to the pupils, indicating by voice intonation whether the sentence is finished or unfinished. Have the pupils determine each time whether the sentence is finished or not. Elicit words from the pupils to complete the unfinished sentences.

I like to eat birthday

Curt went to Pat's birthday party.

Mommy gave Pat a present.

They wore paper hats at the

Tiger wanted to play with the balloons.

Noting that
the new words
rhyme

Using the
new words

Reading the
new words

Using
flipcards

Discriminating
between complete
and incomplete
sentences;
completing
sentences

*Discriminating
between complete
and incomplete
questions;
completing
questions*

"We have to be sure to ask the whole thing when we want to ask someone something, too, so the other person will know what we want to know. I'm going to ask you some things, and I want you to decide if each one asks the whole thing or not."

Read the following questions to the pupils, indicating by voice intonation whether the question is finished or unfinished. Have the pupils determine each time whether the question is finished or not. Elicit words from the pupils to complete the unfinished questions. (Use the term "asking sentence" rather than "question" when speaking to the children.)

- Is Tiger Pat's pet cat?
- Would you like to have been at Pat's . . . ?
- Did you have a party on your . . . ?
- Do you like cake and ice cream?
- How old will you be on your next birthday?

When the questions have all been identified and completed, read them again and have various children answer them.

Awareness of questions and sentences is reinforced in "Initial Writing: Building Sentences."

Alphabet Skills

Discuss the capitalized and small-letter forms of *can, pet, my, surprise*. Print the words on the chalkboard with both capitalized and small initial letters and have the pupils match the two forms of each letter.

Recognition of letters of the alphabet, both capitals and small letters, is reinforced in "Alternate Strategies" — "Cookie Alphabet" on page 145.

Skills Involved in Other Strands of the Lesson Plan

Capitalization at the beginning of sentences is reinforced in "Initial Writing: Building Sentences."

This concept is strengthened in "Concept Development: Oral Reading" and in "Initial Writing: Building Sentences."

Question marks and periods are used in "Initial Writing: Building Sentences."

In "Concept Development," as in previous lessons.

This concept is strengthened by framing words in "Concept Development: Presenting the New Word" and in "Alternate Strategies: Configuration."

*Matching capital
and small-letter
forms*

*Using capitals
in sentences
Noting left-right
progression
Using punctuation
Using language
Noting words
as units*

INITIAL WRITING

Objectives

- Giving individual story dictations
- Building telling and asking sentences

Materials Needed

- Writing My Own Reader*
- Word banks
- Word cards for *surprise* (new); for *Here, comes, a, pet, I, can/Can, Mommy, my* (from word banks)
- Punctuation cards for the period and question mark (from word banks)
- Rebus cards for *see* and *hear* (from word banks)
- A strip of black paper for each child




Composing Stories

Has every one of the children given you at least four or five story dictations and done the accompanying drawing or drawings? Birthdays are of great interest to children and should provide topics for good dictation stories.

Getting the
cards ready

Building Sentences

1. List the following on the chalkboard and have the pupils find the corresponding cards in their word banks:

Here	comes	a	pet	I	can
Mommy	my	•	?	 	

Note. The group of children who will be working on this lesson with the teacher may be instructed to get the cards from their word banks while the teacher is giving another group instructions for their tasks.

2. Ask the children to put the cards face up near the top of their desks as they find them. Check to be sure every child has found all the cards. This might be done by pointing to and naming each item on the board in turn and having the pupils hold up the corresponding card. Help any child who has difficulty finding the cards.

3. Distribute the new card for *surprise*. Give each child a strip of black paper. Ask the children to put the new card with the others, face up at the top of their desks, and place the black strip across their desks near the middle.

4. Print the following sentence on the chalkboard. Don't forget to put a green dot beside the first word.

• Here comes a surprise

Read the sentence to the pupils and ask:

"Is this finished? Yes, it is finished. It tells the whole thing. What should I put at the end to show that it is finished? Yes, a period." Put a period at the end of the model.

Read the sentence again, noting that it starts at the left, where the green dot is, and goes to the right. Sweep your hand under the sentence as you point this out.

"What kind of letter do we see at the beginning of the first word in this sentence? Why did I put a capital letter there?"

Elicit that we always use a capital letter at the beginning when we write something.

5. "Now let's see if you can build this sentence on the black paper on your desk. You can look at the one I made to help you. Don't forget to begin at the left, where the green dot is, and go to the right." Sweep your hand under your model sentence.

"Be careful to put the words in the right order. If the words are not in the right order, your sentence will not tell the same thing as mine does."

6. When the pupils have finished, have them check their work.

"Are all the words in your sentence in the right order? Did you remember to put the period at the end?"

7. Have the sentences read, then direct the children to break up their sentences and put the cards back with the others at the top of their desks.

Proceed in the same manner to have the pupils build:

• Here comes a surprise pet.

8. "Let's build some more. This time I'm not going to write anything on the board. I'm just going to tell you what to say and see if you can build it on your desks."

Dictate the following sentences slowly, one at a time, allowing the pupils time to locate each card and put it in its place on their desks. Dictate the period at the end of each sentence as well. Remind the pupils to work from left to right.

I can surprise Mommy.
I can surprise my pet.

Watching the
building of
the model;
noting sentence
requirements



Building
the sentence

Checking
and reading

Building
dictated
sentences

Watching the building of the model; noting question requirements

9. When the children have finished, print the sentences on the board and ask the pupils to check their sentences to be sure they are right. Then have the sentences read back.
10. Have the sentences scrambled and the cards put back with the others.
11. "All the sentences we have built are sentences that *tell* something. Now let's build some that *ask* something."
- Print the following on the chalkboard. Remember to put a green dot at the beginning.

• Can a surprise  

Read it to the pupils, using a finished inflection of the voice, and ask:

"Is this finished? Yes, it is finished. It asks the whole thing. What should I put at the end, to show that it is an asking sentence and that it is finished? Yes, a question mark." Put a question mark at the end of your model.

Building the question

12. "Now let's see if you can build this on the black paper on your desk. You can look at the one I made to help you. Don't forget to begin at the left, where the green dot is, and go to the right." Sweep your hand under your model question.

"Be careful to put the words in the right order. If the words are not in the right order, your asking sentence will not ask the same thing as mine does."


Checking and reading

13. When the pupils have finished, have them check their work.

"Are all the words in your sentence in the right order? Did you remember to put the question mark at the end?"

14. Have the questions read, then direct the children to break up their asking sentences and put the cards back with the others at the top of their desks.

Proceed in the same manner to have the pupils build:

Can a surprise  ?

Tidying up

15. When the exercise is finished, have the cards returned to the word banks and the word banks put back on the shelf. Collect the strips of black paper for future use.

SEAT WORK

Mr. Mugs Book

Pages 45, 46. Recognizing vocabulary words.

ALTERNATE STRATEGIES

Objectives

Noting the shapes of words
Recognizing vocabulary words
Developing visual memory of words
Developing visual perception of *p*
Practicing auditory and visual perception of *p* and *c*
Naming and matching letters of the alphabet

Word Recognition

Configuration

Objective

Recognizing the shapes of words

Procedure

Print the following words on the chalkboard and have the children draw “frames” around them:



Match the Words

Word
Recognition

Objectives

Recognizing vocabulary words
Developing visual memory of words

Number of Players

Individual

Materials Needed

Two word cards for each word to be reinforced

Procedure

Place the word cards, face up and in random order, on a table or on the floor.
Have the pupil find the matching words as quickly as possible.

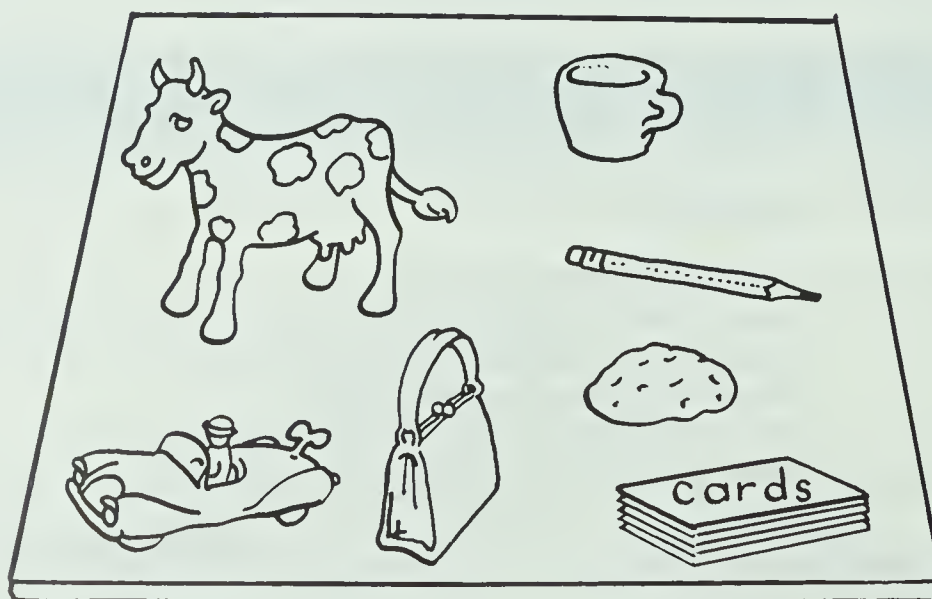
Let's Match

Objective

Practicing auditory and visual perception of /p/p and /k/c

Materials Needed

The “p” and “c” items from the “P” Box and the “C” Box
A corresponding number of letter tickets to match the articles



Decoding Skills:
Phonemic Analysis

Procedure

The pupils match letter tickets and concrete items. Make sure that all the items are placed well apart on a table so that they can be easily seen.

*Language
Development:
Alphabet Skills*

Cookie Alphabet

Objective

Naming and matching letters of the alphabet

Number of Players

One to four

Materials Needed

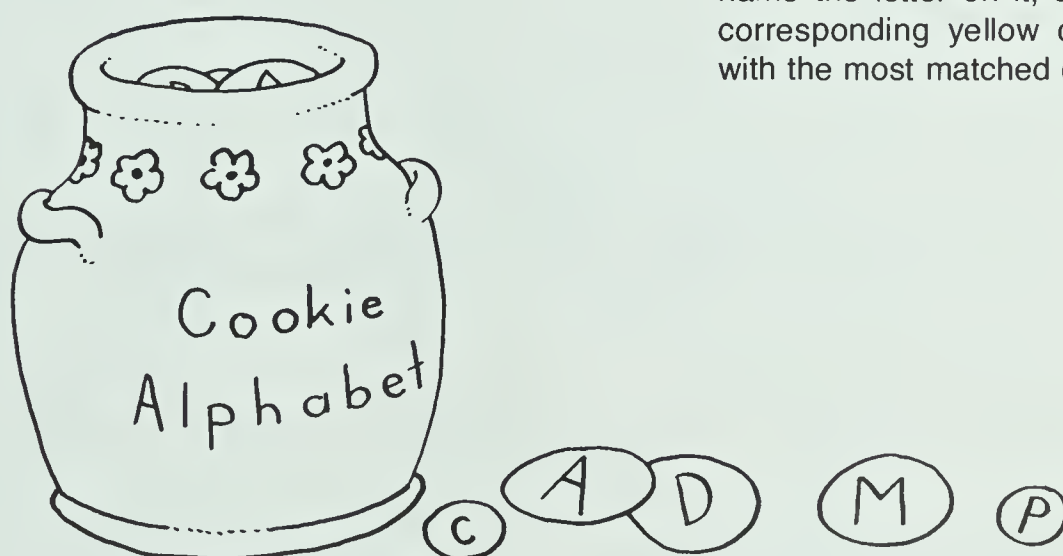
A cookie container (large box or can)

Large yellow cardboard cookies, each with a capital letter printed on it

Smaller green cardboard cookies, each with a small letter printed on it.

Procedure

Place all the yellow cookies face up on a table. Taking turns, the children choose a green cookie from the cookie container, name the letter on it, and match it to the corresponding yellow cookie. The player with the most matched cookies wins.



CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
Contributing to a chalkboard story
Listening to and appreciating a poem
Interpreting a pictured situation and details

Developing Sight Vocabulary

Recognizing new words— *Tiger, is*
Reading chalkboard sentences
Framing new words
*Reading to discriminate between true and false statements
Recognizing phrases on flashcards; developing visual memory
*Expanding phrases into sentences

Readiness Reinforcement

Recalling quantitative words: more, less, higher, lower, how many, all, some, few

Integrative Options

*Manipulative Activity: sensory perception—identifying objects in a "Touch Box"
Making a class book
Physical Education—developing spatial relationships
Books—listening to and looking at story books, "reading" picture books

Decoding Skills

Using context clues—listening to supply medial word
*Extending use of context clues to written material
Using rhyming skills
*Developing phoneme-grapheme correspondence /m/ *m, M*
Listening for initial sounds
My Sound and Letter Book: pasting in and drawing "m" pictures; printing *m* and *M*

Language Development

Developing sentence awareness:
Matching capitalized and small-letter forms
Using and noting capitalization
Acquiring awareness of comparative form
Using and noting left-right progression
Using periods and question marks
Using language
Noting words as units

Initial Writing

Giving individual story dictations
Contributing to a chalkboard story
Building telling and asking sentences, using models
Building dictated telling and asking sentences
Using left-right progression
Using capitals
Using periods and question marks
*Learning to print *m, M*
*Learning to print *n, N; i, I; r, R; u, U*

Seat Work

Mr. Mugs Book: pages 50, 53, 54—printing; practicing auditory discrimination of /p/, /k/, /m/; practicing phonemic analysis of *p, c, m*
Spirit Duplication Masters/Self-Help Activities
Self-Help Activities pages 17, 18, 19, 20, 21—printing *m, M, n, N, i, I, r, R, u, U*
pages 22, 23—printing; practicing auditory discrimination of /p/, /k/, /m/; practicing phonemic analysis of *p, c, m*

Alternate Strategies

Recognizing vocabulary words
Practicing rhyming skills
Practicing phonemic analysis of initial phoneme /m/

Literary Appreciation Skills

Listening to a poem for enjoyment
*Listening to a poem to note descriptive words
Listening to supplementary story books
Giving individual story dictations

Comprehension:-

Literal Critical Creative

*Recalling details of poem
Valuing
Noting details
Drawing inferences
Drawing inferences based on experience
*Guessing based on logic
Rereading to locate specific words
Anticipating outcome
*Understanding words denoting space
Following oral directions using context clues to complete sentences
Checking pupil-completed sentences for sense
Using words formed on graphemic bases

Listening

Listening to a poem
Listening attentively in discussions
Listening to follow directions
Listening to supplementary books
Listening to complete sentences
Listening to check completed sentences
Listening to detect initial sounds
Listening to discriminate between finished and unfinished sentences and questions
Listening to a chalkboard story
Listening to build dictated sentences
Listening to instructions for printing letters

*Initial Teaching of Skill



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Contributing to chalkboard story
 Listening to and appreciating a poem
 Interpreting a pictured situation and details
 Recognizing new words *Tiger* and *is*
 Reading to discriminate between true and false
 Expanding phrases into sentences
 Recalling concept of quantitative words

Materials Needed

A live cat or kitten, if possible
 Chart 13, or *Mr. Mugs*, page 21
 Flashcards for *My pet*, *Tiger can*, *Pat is*, *Look here*
 Two jars
 Sand or water to put in jars
 Eight blocks
 Five small objects (anything handy)

Observing a
cat or kitten

Introducing the Theme

If a kitten or a cat is available, bring it in to school. Let the pupils pet it, hold it, play with it, etc. Stress the need to be gentle and not frighten or hurt the animal. Encourage the children to talk freely about the kitten — its weight, its soft fur, its purr, its pink tongue, the way it plays, etc. Then put the kitten in a safe and comfortable place until it can be taken home.

Discussing
kittens

If it is not feasible to have a live kitten in school, ask those children who have, or have seen, kittens to tell the group about them.

Developing a
chalkboard story

As the pupils discuss kittens, build some of their remarks into a chalkboard story. See “Initial Writing,” page 156.

Listening
to a poem

“I have a poem here about kittens. If you like kittens, I’m sure you will enjoy the way the writer describes them.”

New Kittens

We had one cat
And that was that;
And then today
While at our play
We heard a mew,
And there were two
Small baby kits.
Their eyes were slits
Not opened quite
To any light.
Their bodies were
Round balls of fur,
Their tiny tails
Were up like sails,
Their tongues were pink,
And oh, I think
They are so sweet,
Those balls with feet!

Grace Noll Crowell

Valuing
Appreciating
description

“Did you like this poem? Why?”

“The writer did a good job of describing kittens, didn’t she? Who has seen little kittens with their tiny tails ‘up like sails’?”

“Think of little kittens with their fur fluffed out on their little bodies. Do you agree that they look like furry ‘balls with feet’?”

Recalling details;
inferring from
experience

Presenting the Chart

“Do you remember that, in the picture of Pat’s birthday party, we saw her pet kitten? What is his name? What do you think Pat likes to do with her kitten?”

What are some of the things Pat has to do to take care of her kitten?”

Present Chart 13, or direct the pupils to open *Mr. Mugs* to the picture on page 21.

“What is happening in the picture?”

“What things can you see in the picture? What is Daddy doing? What has Mommy been doing? What time do you think it is? Why?”

“What is Pat doing? What is Tiger doing?”

“Why do you think Pat’s Mommy and Daddy are looking at her? What do you think Pat said to her Mommy and Daddy to get them to see what was happening?”

Presenting the New Words

New Words

Tiger is

Meeting the new words in context

"This is what Pat said when she saw Tiger coming towards her."

Look, Mommy.
Look, Daddy.
Tiger is here.

Place these sentences on the chalkboard. Read them to the children, then have them read several times. Ask pupils to come to the board and frame the new words *Tiger* and *is* with their hands or with two pointers.

Put the following sentences on the chalkboard. Have pupils read the sentences and tell whether each one is true or not true.

Tiger is a jet.	A jet is a pet.
Tiger can look.	Tiger is a surprise.

Reading to discriminate between true and false

Recognizing phrases; developing visual memory

Prepare flashcards of the following phrases, and print the same phrases on the chalkboard:

My pet	Tiger can	Pat is	Look here
--------	-----------	--------	-----------

Flash a card for two or three seconds, then place it face down on the desk and ask a pupil to find and point to the same phrase on the board.

Read the phrase to the pupils, indicating by voice intonation that it is not a complete sentence. Ask:

"Is this finished?"
"Who can tell us something that will finish it?"

When a response has been given, repeat the completed sentence as the children listen to make sure it makes sense. Then have the child who suggested the ending read the phrase and add his or her ending to finish the sentence.

Expanding phrases into sentences

Further Discussion Related to Chart Theme

Direct attention back to Chart 13 and ask:
"What other things does Mommy have to do at home? What does your Mommy do?"
"What other things does Daddy do? What does your Daddy do?"
If the answers are stereotyped, point out that all jobs in the home can be shared.
"What time of the year do you think it is? Why?"
"Find some words in the picture. Which month do you think the word on the calendar names?"
"The words on the fridge are to remind Mommy and Daddy about getting something. What do you think they are to remember to get?"

Inferring from experience

Inferring
Noting details; inferring
Conjecturing

Additional reinforcement of recognition of new words is given in "Alternate Strategies" — "Checkers," on pages 158-159.

Readiness Reinforcement

Concepts

Quantitative Words

more	how many
less	all
higher	some
lower	few

Demonstrating meaning of quantitative words

Give each of two children a jar and ask them to fill the jars about half-full of sand or water. Place the jars on a table where all the members of the group can see them.

Point to one of the jars and ask:
"Kevin, would you put more sand (water) in this one please?"
When this has been done, ask the group:
"Which jar has more sand (water) in it? Which has less?"
"How can you make this one have more? How can you make this one have less?"

Give one child five blocks and another child three blocks. Ask them to pile up their blocks into two towers, on the table where everyone can see. When this is done, ask:

"Which tower is higher? Which is lower?"

"How could we make this one higher? How could we make this one lower?"

Place five small objects (a book, a pencil, a piece of chalk, a paper clip, an eraser — anything handy) on the table. Ask:

"How many things are on the table?"

"Lou, would you pick up a *few* of the things? Thank you. Now put them back on the table.

"Gino, would you take *some* of the things please? Thank you. Put them back on the table.

"How many are left when someone takes them *all*?" (If necessary, pick up all the objects to demonstrate.)

Working with
Chart 13

Direct attention to Chart 13 again, and ask: "Will Tiger eat more or less food than Mr. Mugs? Will Tiger eat more or less food than a pet budgie?"

"Are there more cups or glasses on the counter? How many more glasses than cups are there?"

"Are there more drawers or cupboards in the kitchen?"

"What do you see on the bottom door of the fridge? What is higher on the fridge door than Pat's drawing?"

"What things will Daddy put on the lower shelf?"

"How many dishes do you think Daddy will put away?"

"Where are there a few bananas? What else do you see in the bowl with the bananas?"

INTEGRATIVE OPTIONS

Manipulative
Activity;
Sensory
Perception

Using a Touch Box. In a large box, labeled "Touch Box," put two each of an assortment of objects of distinctive shape, size, and texture. Some suggested objects are: noodles, rice, pieces of wood, nails, assorted fabrics, erasers, elastic bands, coins, pieces of sandpaper, copper-wire "Chore Girls," steel wool, etc.

a. Have the child reach into the box, without looking, and find two identical objects by using the sense of touch only. If desired, the child might be blindfolded.

b. Encourage verbalization by such directions as: "Tell me how these things feel. How big are they? What shape are they?"

c. As a variation, the child might investigate the feeling of various objects with the feet.

An additional benefit of this activity is that it helps to develop concentration through a personal awareness of the sense of touch.

Class Book

Making Our Own Touch Book. Encourage the pupils to bring in something small that they find interesting because of the way it feels. Ask each child to describe how his or her object feels. Pass each object around so that the others may feel it too. Then fasten the items to the pages of a large sturdy scrapbook. Print "Touch Book" on the cover, and keep it in an accessible location.

Physical
Education

Developing Spatial Relationships. 1. As the children sit, stand, or kneel, ask them to follow your directions to point up, under, to the side, between, above, and elsewhere in relation to parts of their own bodies —

"Point between your shoulders.

"Point under your leg.

"Point over your head.

"Point beside your nose."

2. Provide each child with a beanbag or a ball, and give similar directions —

"Pass the beanbag (roll the ball) under your legs.

"Throw the beanbag (ball) over your head.

"Put the beanbag on top of your toes.

“Hold the beanbag behind your back.
 “Walk around your beanbag.
 “Jump across your beanbag.
 “Hold your beanbag up high.
 “Hold your beanbag down low.
 “Put your beanbag under your foot.”

Story Books

Books for Listening and Looking

The Knitted Cat, by Antonella Bolliger-Savelli. Macmillan, N.Y.

The unfinished tail of a knitted cat ravels when a mouse nibbles on a loose end. Temporary repairs are made by a helpful owl, to do until the little girl can finish knitting the cat.

Mog, the Forgetful Cat, by Judith Kerr. Parents Magazine Press.

A funny story about an absent-minded cat who exasperates her owners by being forgetful.

Uncle Harry, by Gerlinde Schneider. Macmillan, N.Y.

A cat-hater tries to give a kitten away, then finds he doesn't want to part with her.

How Kittens Grow, by Millicent E. Selsam. Four Winds Press.

Mostly photos showing kittens growing up into cats.

The Cat Book, by Richard Shaw. Warne.

Different kinds of cats in folk tales, fairy tales, poems.

Masha's Cats and Kittens, by Marie Sterne. American Heritage.

Stories and nursery rhymes featuring cats.

Three Kittens, by V. Suteyev. Crown Publishers.

A funny story about three charming kittens. Exceptionally well illustrated.

Picture Books

Books for Looking and Imagining

The Great Cat Chase, by Mercer Mayer. Four Winds Press.

A story about playing with a cat. No text.

Films to Watch

Birthday for Buttons. 11 mins., color. UEVA (Illustrates “how many”)

Dick Whittington and His Cat. 15 mins., color. MMP.

Puss in Boots. 14 mins., b&w. CORF

Three Little Kittens. 10 mins., b&w. EBF. (Traits of cats and kittens)

Touching. 4 mins., color. EBF. (Sense of Touch).

Catsup. 4 mins., Theodore Holcomb. (Adventures of kittens)

DECODING SKILLS

Objectives

Using context clues

Extending use of context clues to written material

Practicing rhyming skills

Developing phoneme-grapheme correspondence /m/m, **M**

Materials Needed

Chart 6, the phonemic chart for /m/

My Sound and Letter Book

Catalogues and magazines
Scissors
Paste

*Using context
clues to complete
sentences based
on Chart 6*

Word Meaning

Display Chart 6, the phonemic chart for /m/.

"I'm going to say some things to you. Every time I say something, I'm going to leave a word out, and I want you to tell me what that word might be. You'll find clues to help you in the pictures on this chart.

"Here's the first one." Read the following, making a marked pause where the word is omitted.

We saw a funny _____ at the zoo.

"Look at the chart. Can you see something that could be in a zoo — something that could be funny?"

"A monkey? Listen, to see if it makes sense in the sentence."

We saw a funny monkey at the zoo.

"Does it make sense? Yes, it makes sense. Most zoos have monkeys and most monkeys do funny things.

"Now try this one."

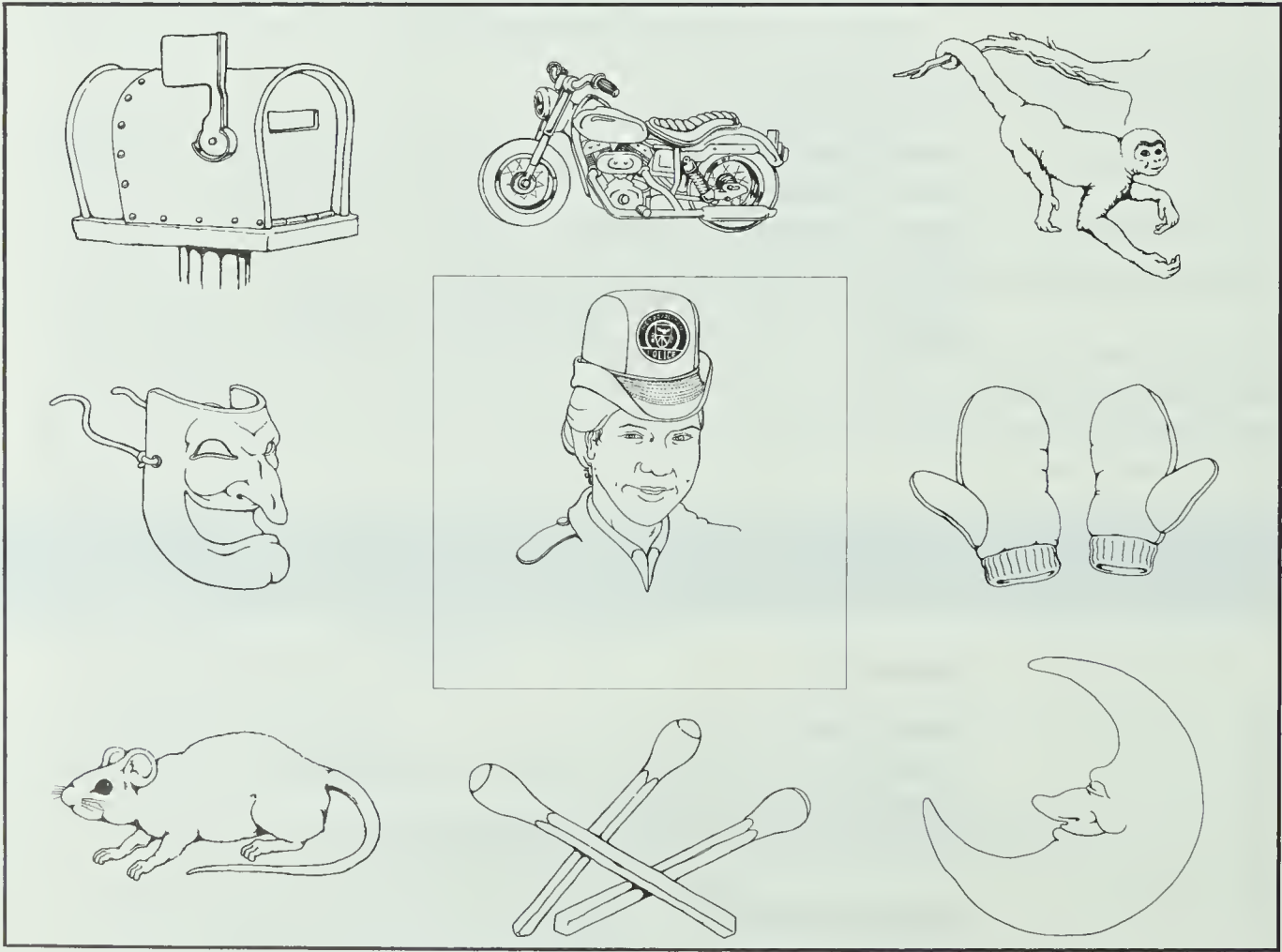
Continue in the same manner with:

I put my letter in the _____ at the corner.

On Halloween, I wore a _____ that looked like a clown's face.

I'd like to go to the _____ with the astronauts.

Mommy says my big brother's _____ is too noisy.



Extending use
of context clues
to written
material

“Now we’re going to try something new. Instead of *telling* you something and leaving a word out, I’m going to *write* something and leave a word out.” Write on the chalkboard:

Here comes _____. Pat
can

Have the children read the first part silently (“Read with your eyes only”), as you sweep your hand below the words.

“Now, look at the two words at the right.” Point to them.

“One of these words will finish the sentence and make sense. Read the first part of the sentence again. Which word will finish it?”

“*Pat*? Let’s put *Pat* in the sentence to see if it makes sense.”

Here comes Pat.

“Read it. Does it make sense? Yes, *Pat* makes sense. Pat is a person who can come.

“Why couldn’t we use the word *can*? Look.” Print on the board:

Here comes can.

“Read this. Does it make sense? No, it doesn’t make sense. *Can* is not something that can come. We couldn’t use *can* because it wouldn’t make sense.”

Point to the correctly completed sentence and have several children read it.

Proceed in the same manner with:

I can _____. look
it

Tiger is a _____. jet
cat

Perceiving Rhyme

Practicing
rhyming skills

For an activity reinforcing rhyming skills see “Alternate Strategies” — “The Rhyme Tree,” on page 160.

Phonemic Analysis

Developing
the phoneme-
grapheme
correspondence
/m/m, M

A reminder to the teacher. A *phoneme* is a language *sound*, which we represent as /m/. A *grapheme* is a *letter* that represents a language sound, which we indicate as **m**, **M**. The relationship between the sound and its corresponding letter is indicated as /m/**m**, **M**.

Step 1: Listening. (a) Say the words *Mommy* and *my* and ask how they are alike. Have several pupils say that they both begin with the same sound. Point to each picture on the phonemic chart in turn and ask pupils to name the pictured object. Have the pupils notice that they all begin like *Mommy* and *my*. Ask pupils to suggest other words that begin like *Mommy*.

(b) “Listen to these sentences and tell us the words in them that begin like *Mommy*.”

Mommy and Mary went to the market.
Mark likes mashed potatoes and meat.
Daddy watched the Monday night movie on TV.
Marilyn is learning to read more and more each day.

(c) Say a number of words, some beginning with *m* and some beginning with other letters. Have the pupils distinguish which words begin like *Mommy*: *moon, mask, car, bike, milk, map*.

Step 2: Saying. Say some words beginning like *Mommy*. Have the pupils watch your mouth closely as you pronounce the initial consonant. Then check each pupil carefully as the children say the words after you.

Step 3: Seeing. Print *Mommy* on the chalkboard. Ask the pupils whose names begin like *Mommy* to stand and tell their names. As each name is given, print it on the board under *Mommy*. Add names if necessary.

Mommy
Mark
Maria
Michael

Have the pupils notice that they all *look alike* at the beginning, and recall that they all begin with a capital letter because they are names.

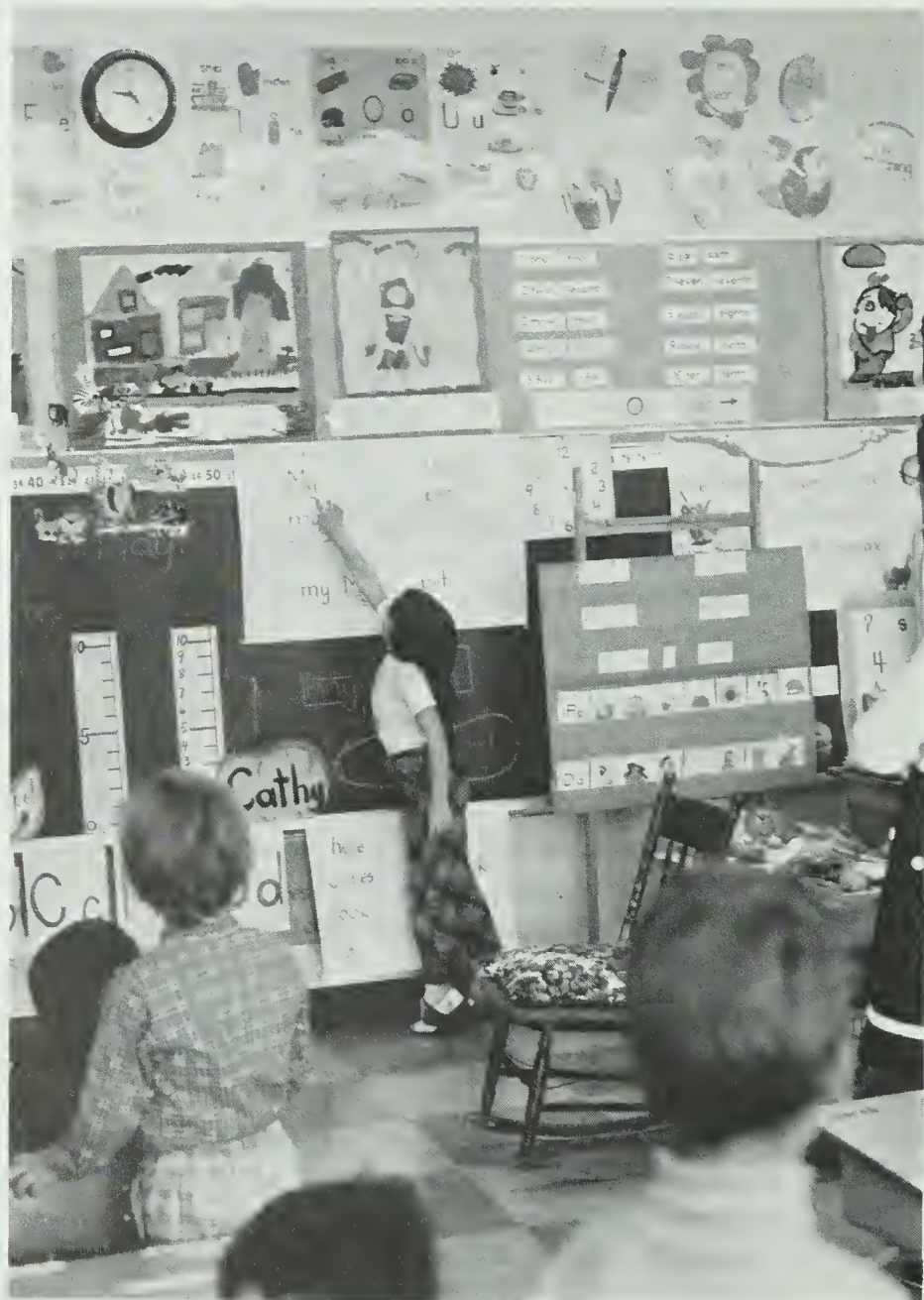
Print *my, mat, man* on the board in a column. Read the words to the group, or ask a volunteer to read them if you think any of the children can. Have the pupils notice that these words all *look alike* at the beginning.

Step 4: Printing. See "Initial Writing: Printing," page 157.

m, M

*Adding to
My Sound and
Letter Book*

In their copies of *My Sound and Letter Book*, let the pupils devote one page to the consonant *m*. Have them cut out pictures and paste them into the book, or draw their own pictures. Remind them that all the pictured objects must begin like *Mommy*. Have them print the letter under each picture, using capital *M* under some pictures and small *m* under others.



Additional practice is provided in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," pages 157-158.

A reinforcement activity is included in "Alternate Strategies" — "Build a Puzzle," on page 160.

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness

Matching capital and small-letter forms

Sentence Awareness

*Discriminating
between complete
and incomplete
sentences and
questions;
completing
sentences and
questions*

"What do we always have to be sure of when we tell someone something or ask someone something?"

"Yes, we have to be sure to tell or ask the whole thing, so that the other person will know what we mean. I'm going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not."

Read the following sentences and questions to the pupils, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

Pat's pet kitten likes to

Daddy is helping Mommy do the dishes.

A kitten grows up to be a

Does Pat's Mommy like . . . ?

Is Pat kind to her pet?

Can Tiger run and . . . ?

Sentence awareness is also involved in "Concept Development: Presenting the New Words," in "Decoding Skills: Using Context Clues," and in "Initial Writing: Building Sentences."

Alphabet Skills

*Noting
capitalized and
small-letter
forms*

Discuss the capitalized and small-letter forms *I*s, *i*s. Print on the chalkboard:

Is Tiger a pet?

My pet is here.

Ask various children to go to the board and find and frame the word *is* in each sentence.

"Look at *I*s in the first sentence. What kind of letter do you see at the beginning? Why did I use a capital letter?" Elicit that we always put a capital letter at the beginning when we write something.

Recognition of the two forms of letters is further strengthened in "Decoding Skills: Phonemic Analysis" and in "Initial Writing: Printing."

Skills Involved in Other Strands of the Lesson Plan

*Noting
capitalization*

The use of capitals at the beginning of sentences is mentioned in "Alphabet Skills" above and is reinforced in "Initial Writing: Building Sentences." The capitalization of names is mentioned in "Decoding Skills: Phonemic Analysis."

Awareness of the comparative form with *er* is involved in "Concept Development: Readiness Reinforcement" in the words *higher* and *lower*.

Left-right progression is reinforced in "Initial Writing: Building Sentences."

*Becoming aware of
comparative form
Left-right progression*

Using periods
and question marks

Using language

Noting words
as units

The use of the period and the question mark is reinforced in "Initial Writing: Building Sentences."

In "Concept Development," as in previous lessons.

This concept is strengthened by framing words in "Concept Development: Presenting the New Words" and in "Alphabet Skills" above, and by noting configuration in "Alternate Strategies."

INITIAL WRITING

Objectives

- Giving individual story dictations
- Contributing to a chalkboard story
- Building telling and asking sentences
- Learning to print *m* and *M*
- Learning to print *n*, *N*, *i*, *I*, *r*, *R*, *u*, *U*

Materials Needed

- Writing My Own Reader
- Word banks
- Word cards for *Tiger* and *is* (new); for *a*, *surprise*, *pet*, *I*, *can/Can*, *Mommy*, *my*, *look* (from word banks)
- Punctuation cards for the period and question mark (from word banks)
- Rebus cards for *cat* (new); for *hear* (from word banks)
- A strip of black paper for each child
- Lines on the chalkboard for printing
- Spirit Duplication Masters* or *Self-Help Activities*, pages 17, 18, 19, 20, and 21

Writing
My Own Reader
Contributing to a
chalkboard story

Composing Stories


Try to take some story dictations today. Suggest stories about pets, if the children are at a loss for a topic.

As the children to discuss kittens (in "Concept Development"), record some of their remarks on the chalkboard. Use the children's exact words, so that it will truly be "their own" story. Keep the story brief — three or four remarks should be enough.


When the chalkboard "story" is finished, read it to the children. *Do not* expect the children to read it — that is not its purpose. Its value lies in proving once again to the children that what they say can be written down and read again later on.

Building Sentences

Ask the children to find in their word banks the cards for:

a	surprise	pet	can
I	Mommy	my	look
•	?		

Distribute the new cards for:

Tiger	is	
-------	----	---


Using the procedure established in Lesson 9, page 142, have the pupils build the following sentences and questions, one at a time.

Getting the
cards ready

Building
telling and
asking sentences

Using Models

Tiger is a surprise .
Tiger is a surprise pet .


Tiger is a  .

From Dictation

I can surprise Mommy .
I can surprise my pet .

Using Models

Can a surprise look ?

Can a surprise  ?

When the sentences have all been built, let the children try building sentences of their own devising, using the new cards and any other cards from their word banks. Remind them to work from left to right, make sure their sentences begin with a capital letter, and use periods and question marks in the proper places.

Note. Do not introduce new words at this point. New words are words other than the core reading words. After the children have been introduced to the initial list of sight words presented during the chart stage (Level One) and after they have mastered these, then they will be ready to go on to the second step in the developmental writing program. At this second step, new words — words which the children choose themselves — may be introduced.

Tidying Up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

Printing

Learning to print *m*, *M*

Teach the pupils how to print the capital and small-letter forms of *M*, *m*, beginning with the small letter and then going on to the capital. To do this, follow the procedure established in Lesson 7, on pages 107-109.

When the pupils have shown that they can print the letter correctly on the board, let them practice on their own, using page 17 of the *Spirit Duplication Masters* or *Self-Help Activities*.

Learning to print *n*, *N*, *i*, *I*, *r*, *R*, *u*, *U*

The printing of the letters *n*, *N*, *i*, *I*, *r*, *R*, and *u*, *U* may be taught at this point to those pupils who are ready and able to handle the accelerated printing program. Follow the same procedure as in the printing of *m* and *M*, and give the pupils the *Spirit Duplication Masters* or *Self-Help Activities* for individual practice — page 18 for *n* and *N*, page 19 for *i* and *I*, page 20 for *r* and *R*, page 21 for *u* and *U*.

Additional practice in printing *p*, *c*, and *m* is provided in the *Spirit Duplication Masters* or *Self-Help Activities* and *Mr. Mugs Book*. See “Seat Work,” below. Printing of *m* and *M* is also required in the activity for *My Sound and Letter Book*, in “Decoding Skills: Phonemic Analysis” on page 154.

Reinforcement is provided in “Alternate Strategies” — “Build a Puzzle,” page 160.

SEAT WORK

Mr. Mugs Book

Page 47. Word Recognition. Cutting out phrases and pasting them under correct headings.
Page 49. Word Recognition. Drawing pictures to illustrate sentences.

- Page 50. Printing/Auditory Discrimination/Phonemic Analysis of Initial Consonant *m*. Tracing letters; joining dots to form letters; using starting points to print letters. Cutting out “m” pictures and pasting in correct spaces.
- Page 53. Printing/Auditory Discrimination of Initial Phoneme /m/. Tracing letters; joining dots to form letters; using starting points to print letters. Drawing pictures of objects whose names begin with *m*.
- Page 54. Auditory Discrimination/Phonemic Analysis of Initial Consonants *p*, *c*, and *m*. Circling letter that represents the beginning sound of pictured object.

Spirit Duplication Masters/Self-Help Activities

- Page 17. Printing. Tracing *m* and *M*; joining dots to form *m* and *M*; using starting points to print *m* and *M*.
- Page 18. Printing. Tracing *m*, *n*, and *N*; joining dots to form *m*, *n*, and *N*; using starting points to print *n*, and *N*.
- Page 19. Printing. Tracing *m*, *i*, and *I*; joining dots to form *m*, *i*, and *I*; using starting points to print *i*, and *I*.
- Page 20. Printing. Tracing *m*, *r*, and *R*; joining dots to form *m*, *r*, and *R*; using starting points to print *r*, and *R*.
- Page 21. Printing. Tracing *m*, *u*, and *U*; joining dots to form *m*, *u*, and *U*; using starting points to print *u*, and *U*.
- Page 22. Auditory Discrimination/Phonemic Analysis of Initial Consonants *p*, *c*, and *m*. Circling the letter that stands for the beginning sound of the name of a pictured object.
- Page 23. Auditory Discrimination/Phonemic Analysis/Printing of Initial Consonants *p*, *c*, and *m*. Printing the letter, *p*, *c*, or *m*, that stands for the beginning sound of the name of a pictured object. Tracing letters; joining dots to form letters; using starting points to print letters.

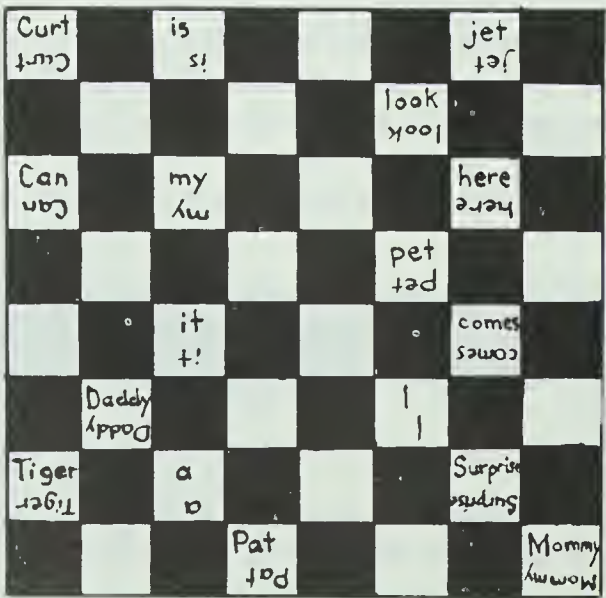
ALTERNATE STRATEGIES

Objectives

- Recognizing vocabulary words
- Noting shapes of new words
- Practicing rhyming skills
- Developing phonemic analysis of initial /m/m

Word
Recognition

Checkers



**Objective**

Recognizing vocabulary words

Number of Players

Two

Materials Needed

Checker board — print vocabulary words on the lighter squares
Set of checkers

Procedure

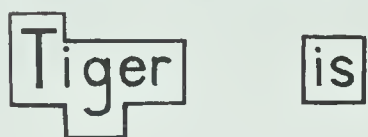
The game is played like checkers, except that the checkers are placed on the lighter squares. Before he or she is allowed to move, the player must say correctly the word on which the checker rests and the word on the square the checker is to move to.

Objective

Noting shapes of new words *Tiger* and *is*

Procedure

Print the new words *Tiger* and *is* on the chalkboard several times. Have pupils come to the board and draw "frames" around the words.



Decoding Skills:
Perceiving Rhyme

The Rhyme Tree

Objective

Practicing rhyming skills

Number of Players

Any number

Materials Needed

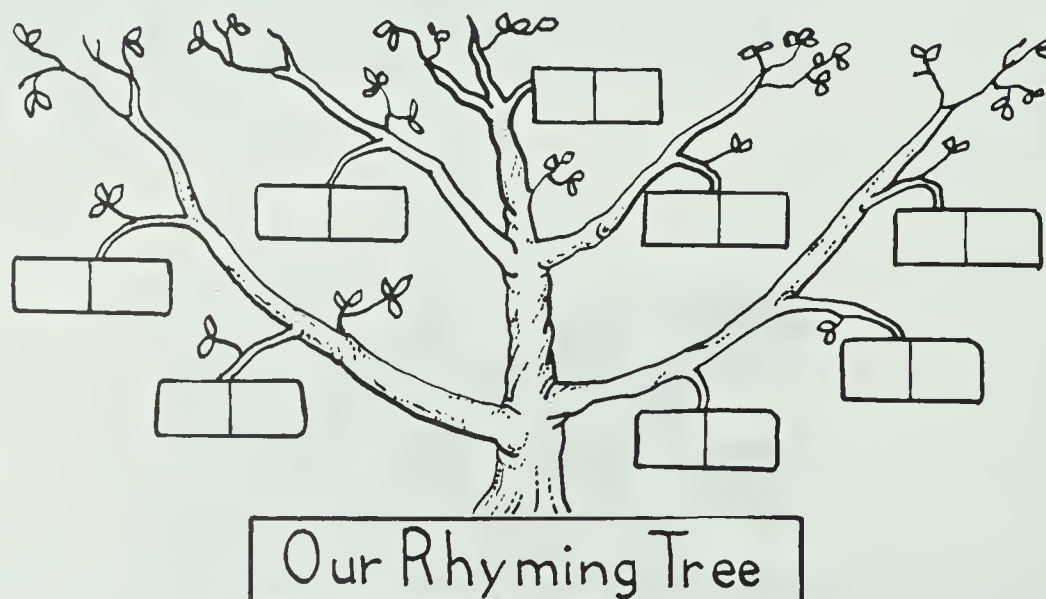
Magazines and catalogues

5" × 5" cards

"Making a Name Tree", as described in Lesson 1, page 7

Procedure

Working with small groups of children, go through magazines or catalogues looking for rhyming pictures. Cut the pair of rhyming pictures out and paste one on each side of a 5" × 5" card. Hang these on the rhyme tree.



Build a Puzzle

(Mr. Mugs Games)

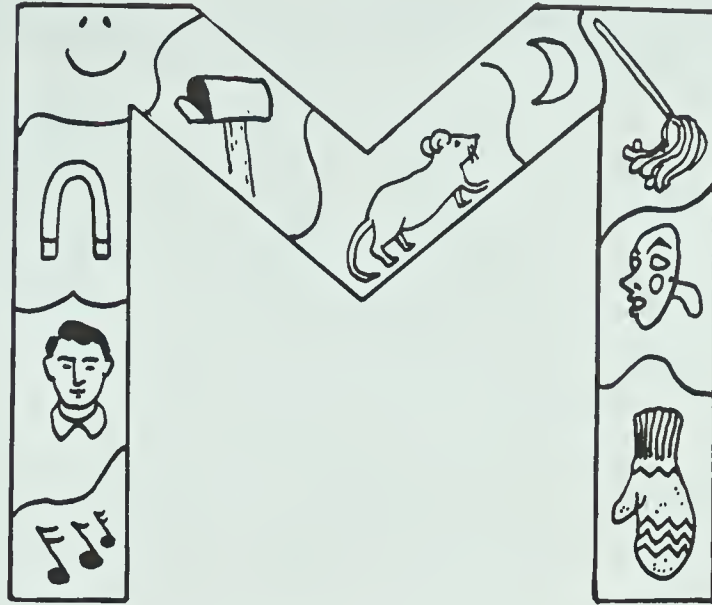
Objective

Developing auditory and visual perception of /m/m

Decoding Skills:
Phonemic Analysis

Materials Needed

Puzzle parts with “m” pictures on them, shaped so that they can be fitted together to form *M*



Procedure

See Lesson 7, page 113.

Decoding Skills:
Phonemic Analysis

Race for the Top

(*Mr. Mugs Games*)

Race for the Top (see Lesson 3, pages 53-54) can be used to reinforce auditory discrimination of initial /m/ at this time.

CONCEPT DEVELOPMENT

Developing The Theme

- Developing facility in oral expression
- Listening to and interpreting a poem
- Interpreting pictured situations and details
- *Developing interest in Mr. Mugs, central figure of the series
- *Singing a Mr. Mugs song

Developing Sight Vocabulary

- Recognizing new words—*dog, Mr, Mugs*
- Reading chalkboard sentences
- Recognizing vocabulary words on flashcards

Readiness Reinforcement

- Recalling concepts of size and weight: big, small, bigger than, smaller than, long, short, fat, thin, wide, narrow, heavier than, lighter than

Integrative Options

- *Manipulative Activity—observing, comparing, matching letters, shapes, colors
- Physical Education: developing spatial relationships—playing “May I”; doing ball activities
- *Visual Arts—making stick puppets; painting; compiling a book; acquiring awareness of possessive form
- Music—singing “The Wishing song”
- Books—listening to and looking at story books, informational books

Decoding Skills

- Using context clues—listening to supply medial word
- Using context clues—reading to complete sentences
- Listening for initial sounds
- Using graphemic bases *an, et, at*, to form new words
- Using flipcards
- Using and reading new words

Language Development

- Developing sentence awareness: listening to discriminate between finished and unfinished sentences and questions; completing sentences and questions
- Noting capitalized and small-letter forms
- Using and noting capitalization
- Acquiring awareness of comparative form with *er*
- Using and noting left-right progression
- Using periods and question marks
- Using language
- Noting words as units

Initial Writing

- Giving individual dictations
- Building telling and asking sentences, using models
- Building dictated telling and asking sentences
- *Building sentences of own devising
- Using left-right progression
- Using capital at beginning of sentence
- Using periods and question marks

Seat Work

- Mr. Mugs Book*: page 55—recognizing vocabulary words

Alternate Strategies

- Recognizing vocabulary words
- Developing memory and ability to see relationships
- Practicing auditory perception of initial phoneme /m/
- Recognizing letters of the alphabet

Literary Appreciation Skills

- Listening to a poem to compare ideas
- *Valuing an idea in a poem
- *Inferring poet's feelings
- Listening to supplementary story books
- Giving individual story dictations

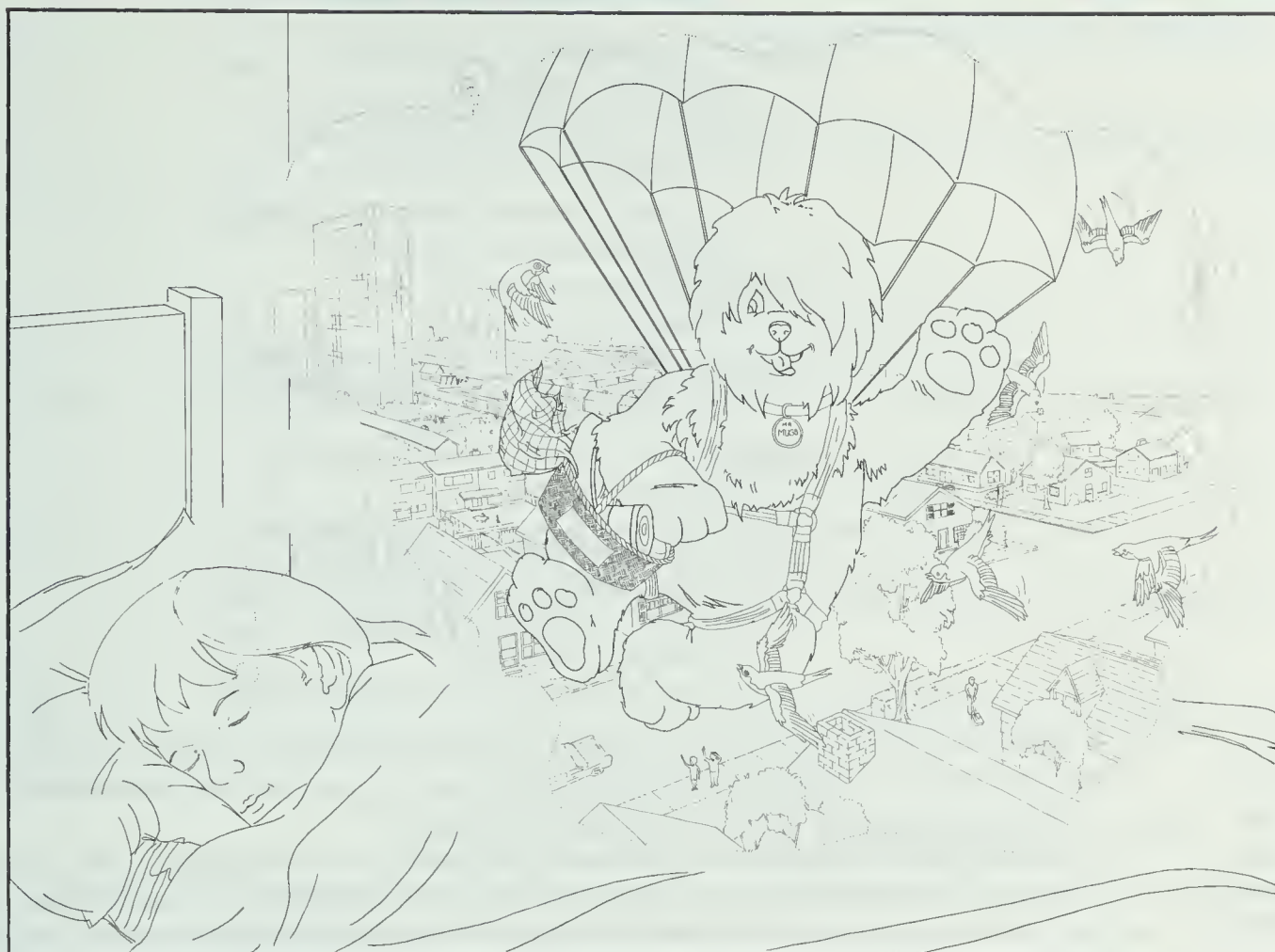
Comprehension:-

Literal Critical Creative

- Valuing
- Recalling details
- *Comparing ideas
- Inferring feelings
- Drawing inferences
- Interpreting a pictured situation
- Predicting outcomes
- Classifying
- Relating to life
- Drawing inferences based on experience
- Expressing feelings
- *Understanding words of size and weight
- Using context clues to complete sentences

Listening

- Listening attentively in discussions
- Listening for specific information in a poem
- Listening to play “Captain May I”
- Listening to follow directions
- Listening to learn the words of a song
- Listening to supplementary books
- Listening to complete sentences
- Listening to check completed sentences
- Listening to detect initial sounds
- Listening to detect sound similarities
- Listening to discriminate
- Listening to build dictated sentences
- Listening to select letter cards



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Listening to and interpreting a poem
 Interpreting pictured situations and details
 Recognizing new words *Mr. Mugs* and *dog*
 Singing a Mr. Mugs song
 Recalling concepts of size and weight

Materials Needed

Charts 14 and 15, or pages 22 and 25 of *Mr. Mugs*
 Large stuffed Mr. Mugs dog
 Flashcards — several with *Mr. Mugs* or *dog* printed on them, a few with other vocabulary words
 Items of varying lengths (string, pencils, paper strips, etc.)
 Books of varying thickness

Valuing

Introducing the Theme

Listening
to a poem

"If you had a hundred dollars to spend, what would you buy? Why?" Allow some time for the children to have fun telling their ideas.

"My goodness! You would all be busy shoppers!"

“Here’s a poem that tells what one person would buy with a hundred dollars if she had it. Listen to see what she would buy.”

The Animal Store

If I had a hundred dollars to spend,
Or maybe a little more,
I’d hurry as fast as my legs would go
Straight to the animal store.

I wouldn’t say, “How much for this or that?” —
“What kind of a dog is he?”
I’d buy as many as rolled an eye,
Or wagged a tail at me!

I’d take the hound with the drooping ears
That sits by himself alone;
Cockers and Cairns and wobbly pups
For to be my very own.

I might buy a parrot all red and green,
And the monkey I saw before,
If I had a hundred dollars to spend,
Or maybe a little more.

Rachel Field

Recalling
details

Comparing ideas

Valuing

Inferring
feelings

Inferring

“Where would the person in the poem spend her hundred dollars? Can anyone think of another name for ‘Animal Store’? What would she buy with her hundred dollars?”

“Did anyone plan to spend the money buying pets?”

“Do you think that would be a good way to spend a hundred dollars? Why, or why not?”

“How do you think the person who wrote the poem feels about animals? What makes you think so? How do *you* feel about animals? Pat has a pet kitten. How does she feel about Tiger?”

“Curt doesn’t have a pet. Do you think he would like to have one? What kind of pet do you think he would like?”

Presenting Chart 14

Present Chart 14, or have the pupils open *Mr. Mugs* to the picture on page 21.

Interpreting

Inferring

“What do you think is happening?”

“Why do you think the artist used the colors that he did? What do you think the colors mean?”

“Where is the dog coming from?”

“Why do you think Curt was dreaming of a dog? How do you think Curt feels about this dog?”

“What do you think the words on the dog’s basket tell us?”

“Do you think he is a friendly or an unfriendly dog? Why? What kind of dog do you think he is?”

Predicting

Classifying

Inferring

“What will happen when Curt wakes up? How do you think he will feel then?”

“What kind of dream do you think this is?”

“Why do the houses look so small?”

“Where do you think the dog is coming to in the dream?”

Presenting the New Words

New Words

dog

Mr. Mugs

Meeting the new
words in context

“When Curt saw the dog in his dream, he got so excited he called out,

Is it a dog?
Is it a pet?

Put these words on the chalkboard.

"Curt was very excited when he said these words. Who will read them aloud for us? Try to make them sound the way Curt would say them."

Let several children give their interpretations.

"The best thing about this story is that Curt's dream came true too. The very next day his Daddy got him a dog — Mr. Mugs!

"When Curt saw the dog he said:

Here is a dog.
Mr. Mugs is a surprise dog.

Print Curt's words on the chalkboard and have them read.

Locating a Word

"Look at the chart picture again. Where do you see the name *Mr. Mugs* in the picture?"

Presenting Mr. Mugs

Singing

"Who would like to have a dog like Curt's dream dog? Let's make a wish. Turn around and face the back of the room. We'll sing and make a wish."

Sing the following song to the tune "If you're happy and you know it, clap your hands." (See music on page 169.)

If you wish you had a dog, clap your hands. (clap, clap)
If you wish you had a dog, clap your hands. (clap, clap)
If you wish you had a dog,
If you wish you had a dog,
If you wish you had a dog, clap your hands. (clap, clap)

If you have the large Mr. Mugs dog, bring it out while the pupils have their backs turned. Otherwise bring out Chart 15. When the wishing song has been sung, have the pupils turn around.

"Look! Our wish has come true! HERE HE IS! HERE IS MR. MUGS!"





Print on the chalkboard:

Here is Mr. Mugs.

Have the sentence read several times.

Presenting Chart 15

If you haven't already displayed Chart 15, do so now.

"What do you think Mr. Mugs likes to do?"

"If you had a dog like Mr. Mugs, what things would you like to do with him?"

"Where do you think Mr. Mugs is in this picture? What makes you think so?"

"What do you think Mr. Mugs is going to do next?"

"Where do you think Curt is?"

"What should Curt do to take care of Mr. Mugs? What are some games that Curt and Mr. Mugs can play? What are some kinds of trouble that Mr. Mugs might get into?"

"Would you like to meet Mr. Mugs on the street? How would you feel about him?"

"Do you think that *Mr. Mugs* is a good name for this dog? Why? If he were your dog, what would you call him? Why do you think Curt called him Mr. Mugs?"

To give additional practice in recognizing the new words, print the words *dog* and *Mr. Mugs* on several flashcards. Print some of the other vocabulary words on cards as well. As you hold up each card, have the children clap once if the word *dog* appears, twice if *Mr. Mugs* appears. If some other word appears, have the children read it aloud.

Additional practice in recognizing vocabulary is provided in the *Mr. Mugs Book*. See "Seat Work," page 174.

Further reinforcement of new vocabulary is given in "Alternate Strategies" — "The Mr. Mugs Game," page 174.

Inferring
Relating to life
Inferring
Predicting
Inferring
Inferring from experience
Relating to Life
Valuing;
inferring
Recognizing vocabulary words

Readiness Reinforcement

Concepts

Size and Weight



big
small
long
short

bigger than
smaller than
fat
thin

wide
narrow
heavier than
lighter than

*Determining
comparative
sizes and
weights*

Place on a table pairs of objects, one of each pair being noticeably longer than the other. A long and a short pencil, a long and a short piece of string, a long and a short strip of paper, etc., will do very well.

Point to each pair in turn and ask:

"Which one is long? Which one is short?"

Divide the children into pairs. Have the pairs take turns standing back to back in front of the group. Ask such questions as:

"Which one is big? Which one is small?"

"Is Danny bigger than Joe? Is Sara smaller than Angie?"

Place two or three quite thick books and two or three thin books on the table. Ask:

"Which books are fat? Which books are thin?"

Let several children hold one of the thick books in one hand and one of the thin ones in the other hand. Point to each book and ask:

"Is this book heavier than the other one? Is this book lighter than the other one?"

Place pairs of chairs, waste baskets, or other handy items in a row, leaving a wide space between some and a narrow space between others. Point to the various spaces and ask: "Is this a narrow space or a wide space?"

*Working with
Chart 14*

Direct attention to Chart 14 again, or page 22 of *Mr. Mugs*, and ask:

"What does Mr. Mugs look like?"

"Is Mr. Mugs a big dog or a small dog?"

"Is his tail long or short?"

"Is he fat or thin?"

"Mr. Mugs's body is wide. Are the parachute straps in the picture narrow or wide?"

"Do you think Mr. Mugs is bigger or smaller than you?"

"Are the birds in the picture heavier or lighter than Mr. Mugs?"

INTEGRATIVE OPTIONS

Visual Arts

Making Stick Puppets. Let the children cut out the shape of a dog and attach it to the end of a long stick. If they would prefer to have a dog's head only, let them make one as follows:



Take a square of paper and fold it diagonally. Fold down the corners as shown in the diagram, draw eyes, nose, and mouth, and fasten to a long stick.

Painting. Pupils who have dogs as pets might enjoy painting pictures of them. When the paintings are finished, let each "artist" show his or her picture to the group. The paintings may then be compiled into a "Pet Dog" book. Awareness of the possessive form could be introduced by printing a message under each picture:

Tony's dog

Shawn's dog

Lisa's dog



*Manipulative
Activity*

Observing, Comparing, Matching. Prepare five boxes. Milk cartons cut down to three inches in height, plastic cottage cheese, soft margarine, or salad containers, etc. may be used.

Each box should be covered with paper and have one of the following five letters printed on it — *a, o, b, g, d*.

Using strips of tagboard or heavy cardboard, make letter tickets with one of the five letters — *a, o, b, g, d* — printed on them. There should be six or seven tickets for each letter.

Give the letter tickets, in scrambled order, to the child and have him or her sort them, putting all the “*a*” tickets in the box marked *a*, all the “*o*” tickets in the box marked *o*, etc.

Variations of this activity might be:

1. Paste a distinctive geometric shape on each box, and prepare tickets with matching shapes, the pupil to sort the tickets according to the shapes and put them in the matching boxes.

2. Put five different shades of a color on the boxes, and prepare tickets of matching shades, the pupil to sort the tickets according to the shade of color and put them in the matching boxes.

*Physical
Education*

Developing Spatial Relationships. 1. *Playing “Captain May I.”* This game teaches direction and a variety of movements. It also develops awareness of the correct usage of *may* and *can*.

Appoint one pupil to act as Captain May I. Indicate a starting line and a finish line. Establish the maximum number of steps a player may move in one turn — three is a good number.

Line the players up at the starting line.

The first child asks: “May I take three steps forward?”

If the Captain says, “Yes, you *may*,” the child moves forward the three steps.

If the Captain says, “Yes, you *can*,” the child must not move. If she or he does, she or he must go back to the starting line. This applies all through the game, no matter how far the player may have advanced.

The first player to reach the finish line is the winner and may act as Captain May I for the next game.

To add a variety of motions to the game, when all the players have had their first turn, they may be required to hop, jump, or crawl on succeeding turns.

2. *Enjoying Ball Activities.* Give each child a ball. Arrange the children so that each has plenty of space to allow freedom of movement.

Direct the pupils in the following fashion:

“Roll the ball around your legs.

“Roll the ball around your legs again, this time with your eyes shut.

“Bounce the ball, using — (various parts of the body).

“Bounce the ball from as high as you can reach — from as high as your shoulders, etc.

“Bounce the ball and clap in front of you — behind your back, below and above the ball, above and below the ball, etc.

“Bounce the ball to the music.

“Throw the ball up and catch it.

“Throw the ball up and catch it, with your eyes shut.

“Bounce the ball high — low.

“Bounce the ball from one hand to the other.”

Music

Singing the Wishing Song. This is the music for the wishing song sung during “Concept Development.” The children might enjoy singing these new words given with the music.

The Wishing Song

Oh I wish I had a dog like Mis-ter Mugs, (clap, clap)

Oh I wish I had a dog like Mis-ter Mugs, (clap, clap)

Oh I wish I had a dog, Oh I wish I had a dog.

Oh I wish I had a dog like Mis-ter Mugs. (clap, clap)

Story Books

Stories for Looking and Listening

No Dogs Allowed, Jonathan, by Mary Blount Christian. Young Scott (Addison-Wesley).

A little boy tries to adopt a stray sheepdog and smuggle the big dog into the apartment building where he lives. This is not allowed, but a good home is found for the dog and the little boy is given “visiting privileges.”

Jack and Fred, by Byron Barton. Macmillan, N.Y.

A rabbit boy adopts a stray dog as a pet.

Shaggy Dogs & Spotty Dogs & Shaggy & Spotty Dogs, by Seymour Leichman. Harcourt.
In prose and pictures the author invites us to make friends with all kinds of dogs.

All the Lassies, by Liesl Skorpen. Dial Press.

A young boy persuades his mother to let him have a dog.

Little John, by Theodore Storm (Tr. by Doris Orgel). Farrar, Straus & Giroux.

A child in bed has imaginative adventures, voyaging through the city, through the woods, and up in the sky among the stars.

The Sky Dog, by Brinton Turkle. Viking.

On the beach in summer a boy dreams that the white dog he sees in the clouds comes bounding over the sands to become his pet.

Informational
Books

Books for Learning

Bigger Than an Elephant, by Joan Berg. Crown Publishers.

A book of comparative sizes.

Films to Watch

Boswell's Bon Voyage. 9 mins. MMP (About a sheepdog)

DECODING SKILLS

Objectives

Using context clues in oral and written sentences

Applying auditory and visual correspondences /p/p, /k/c, /m/m

Forming new words using graphemic bases

Materials Needed

Chart 14, or *Mr. Mugs*, page 22.

Flipcards for *can, pan, man; jet, pet, met; Pat, cat, mat*

Word Meaning

Display Chart 14, or direct the pupils to open *Mr. Mugs* to the picture on page 22.

"I'm going to say some things to you. Every time I say something, I'm going to leave a word out, and I want you to tell me what that word might be. You'll find clues to help you in the picture on this chart.

"Here's the first one." Read the following, making a marked pause where the word is omitted.

There are some _____ flying around Mr. Mugs.

"Look at the picture. Can you see something flying around Mr. Mugs?"

"*Birds*? Listen, to see if it makes sense in the sentence."

There are some birds flying around Mr. Mugs.

"Does it make sense? Yes, it makes sense. Birds do fly, and there are some flying around Mr. Mugs in the picture.

"Now try this one."

Continue in the same manner with:

Curt has a _____ under his head.

Some people are _____ to Mr. Mugs.

A man is _____ his grass.

Curt has the _____ tucked around his neck.

Using context
clues to complete
sentences based
on Chart 14

“Now let’s do the same thing with sentences you read. I’m going to write something on the board and leave a word out.” Write on the chalkboard:

dog
jet

"Now, look at the two words at the right." Point to them.

*“Dog? Let’s put **dog** in the sentence to see if it makes sense.”*

“Read it. Does it make sense? Yes, *dog* makes sense. Mr. Mugs really is a dog.

“Why couldn’t we use the word *jet*? Look.” Print on the board:

“Read this. Does it makes sense? No, it doesn’t make sense. Mr. Mugs is not a jet plane. He’s a dog. We couldn’t use *jet* because it wouldn’t make sense.”

Point to the correctly completed sentence and have several children read it.

Proceed in the same manner with:

Pat
pet

surprise
Tiger

Applying
correspondences
/p/p, /k/c, /m/m

Work first with initial consonants *p*, *c*, and *m*. Have pupils give you words beginning like *Pat*, *Curt*, and *Mommy*. On the chalkboard draw a number of objects whose names begin with *p*, *c*, or *m*. Call upon individuals to say the names and print *p*, *c*, or *m* under the pictures.

Forming new words using graphemic bases

A reminder to the teacher: A graphemic base is a base to which various consonants can be added to form words; for example, the at in Pat and cat.

“Today we are going to have fun making some more new words from words we already know.” Print on the board:

can
pan
man

Ask if anyone can read the words. If no one responds, read them to the group, pointing to each word in turn.

Ask two or three pupils to read *can*.

“Now listen to these words — *can, pan*. Does *pan* begin like *can*?” (No) “Listen again — *can, pan*. Does the rest of *pan* sound like the rest of *can*?” (Yes)

“Listen to these words — *can, man*. Does *man* begin like *can*?” (No) “Listen again — *can, man*. Does the rest of *man* sound like the rest of *can*?” (Yes)

“Now listen to all three words — *can, pan, man*. Do they sound alike in the beginning?” (No) “Do they all sound alike at the end?” (Yes)

“Look at the three words on the board. Do they look alike at the beginning?” (No) “Does the rest of *pan* and the rest of *man* look like the rest of *can*?” (Yes)

Ask a child to come to the board and draw a line under the part that looks the same in the words.

"We can often make a new word by changing the first letter of a word we know. Let's make some more."

Work in a similar manner with the following words:

jet	Pat
pet	cat
met	mat

Using flipcards

Give the pupils additional practice in recognizing the new words, using the flipcards and having the children identify each word as the initial consonant is changed.

Make sure the pupils understand the meaning of each new word.

"The new words we have made are real words that we can use." Ask pupils to make up sentences using *cat*, *mat*, *met*, *man*, and *pan*.

"We can read these new words too." Print the following:

It is a pan.	A cat is a pet.
I met Pat here.	Here is a mat.
Daddy is a man.	

Using and reading
the new words

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness

Noting capital and small-letter forms

Sentence Awareness

"What should we remember to do when we tell someone something or ask someone something?"

"Yes, we should remember to tell or ask the whole thing, so that the other person will know what we mean. I'm going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not."

Read the following sentences and questions to the pupils, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

I wish I had a dog like Mr. Mugs.
Please read me a
Mr. Mugs likes to play with
Is a puppy a baby dog?
Will Mr. Mugs like . . . ?
Have you got a . . . ?

Sentence awareness is involved in "Decoding Skills: Using Context Clues" and in "Initial Writing: Building Sentences."

Alphabet Skills

Bring to the pupils' attention the two forms of the letter *d* in *dog*, *Dog*.

Reinforcement of recognition of letters of the alphabet, in both capital and small-letter form, is given in "Alternate Strategies" — "Let's Bone Up," on page 176.

Skills Involved in Other Strands of the Lesson Plan

The use of capitals at the beginning of sentences is reinforced in "Initial Writing: Building Sentences."

Awareness of the comparative form with *er* is involved in "Concept Development: Readiness Reinforcement" with the words *bigger*, *smaller*, *heavier*, *lighter*.

Discriminating
between complete
and incomplete
sentences and
questions;
completing
sentences and
questions

Noting capitals
and small letters

Using capitals

Becoming aware of
comparative form

Left to right
Using periods and
question marks
Using language
Words as units

Left-right progression in sentences is reinforced in "Initial Writing: Building Sentences."
The use of the period and the question mark is reinforced in "Initial Writing: Building Sentences."
In "Concept Development," as in previous lessons.
This concept is strengthened in "Alternate Strategies" — "Configuration," on page 174.

INITIAL WRITING

Objectives

Giving individual story dictations
Building telling and asking sentences

Materials Needed


Writing My Own Reader
Word banks
Word cards for *Mr. Mugs* and *dog* (new); for *is/Is*, *a*, *surprise*, *Tiger*, *Here*, *comes*, *jet* (from word banks)
Punctuation cards for the period and the question mark (from word banks)
Rebus card for *cat* (from word banks)
A strip of black paper for each child

Composing Stories

Remember to take some story dictations. The introduction of *Mr. Mugs* should prove a springboard for the children's ideas.

Building Sentences

Have the children find the following cards in their word banks:

surprise	Here	is	a	jet
Tiger	comes	?	•	

Distribute the new cards:

Mr. Mugs dog

Using the procedure established in Lesson 9, pages 142-143, have the pupils build the following sentences and questions, one at a time.

Using Models


Mr. Mugs is a dog.
Mr. Mugs is a surprise dog.

From Dictation

Here comes a dog.
Here comes a jet.

Using Models

Is Tiger a dog?
Is Mr. Mugs a surprise dog?

Is Mr. Mugs a  ?

Writing
My Own Reader

Getting the
cards ready

Building
telling and
asking sentences

When the sentences have all been built, let the children try building sentences of their own devising, using the new cards and any of the cards in their word banks. Remind them to work from left to right, to make sure their sentences begin with a capital letter, and use periods and question marks in the proper places.

Tidying up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

SEAT WORK

Mr. Mugs Book

Page 55. Word Recognition. Completing sentences.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words

Developing memory and the ability to see relationships

Practicing auditory discrimination of initial /m/

Recognizing letters of the alphabet

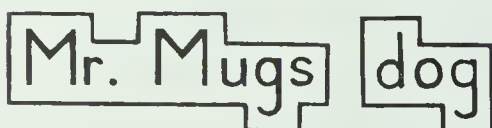
Configuration

Objective

Recognizing shapes of new words

Procedure

Print the words *Mr. Mugs* and *dog* several times on the chalkboard. Ask pupils to come up and draw "frames" around the words.



The Mr. Mugs Game

(*Mr. Mugs Games*)

Objective

Recognizing vocabulary words

Number of Players

Two

Materials Needed

A game board

Twenty-five dog tags marked "Mr. Mugs"

Three sets of cards marked 1, 2, 3

A marker for each player



Procedure

The player draws a number card from the pile, moves his or her marker the corresponding number of squares on the board, and puts the number card at the bottom of the pile. If the marker lands on a dog house, the player may take a *Mr. Mugs* dog tag. If the marker lands on an empty space, he or she does not get a dog tag.

The winner is the player with the most dog tags when the game is finished.

Variation

Other words could be printed on similar dog tags. Before a player may keep a dog tag, he or she must read correctly the word on it.

Decoding
Skills:
Phonemic
Analysis

Make Mr. Mugs

(*Mr. Mugs Games*)

Objectives

Developing memory
Developing ability to see relationships
Practicing auditory discrimination of initial /m/

Number of Players

Two



Materials Needed

Two grid boards, marked off in numbered squares

A set of grid cards per player, each card to correspond in size and shape to the squares on the grid boards. Each card should bear a number corresponding to a number on the grid boards and a portion of a picture of Mr. Mugs. All cards should be the same color.

Procedure

The players are to put the Mr. Mugs puzzle together, using numerals and body lines as clues. The player who finishes first is the winner.

Variation 1

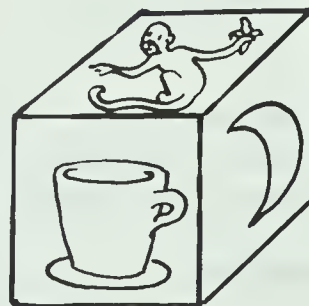
Procedure

Place the grid cards in one pile. Taking turns, the players draw cards and complete their grids. If a player draws a card he or she already has on his/her grid, he/she puts the card on the bottom of the pile and misses that turn to add something to the grid. The first player to complete the grid wins the game.

Variation 2

New Material

A large cube with a picture on each face, four pictures depicting objects whose names begin with *m*, two depicting objects whose names begin with other letters.



Procedure

Place the grid cards face down in one pile. Taking turns, the players throw the cube. If an “*m*” picture lands face up, the pupil chooses a grid card from the pile and places it on the correct space of his or her grid board. If another picture lands face up, the player loses that turn. The first to make Mr. Mugs is the winner.

*Language
Development:
Alphabet Skills*

Let's Bone Up

Objective

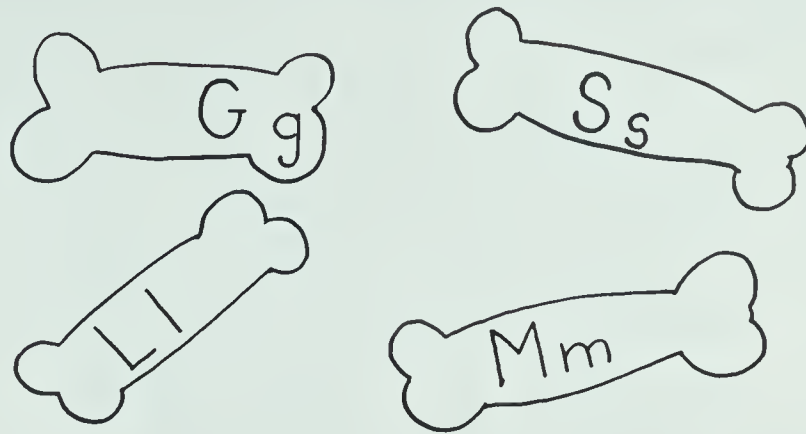
Recognizing letters of the alphabet

Players

Those pupils who still have problems recognizing the letters of the alphabet

Materials Needed

Bone-shaped cards with letters of the alphabet printed on them. One set for each player is necessary for multiple response.

**Procedure**

The teacher calls out alphabet names and the pupils respond by holding up the corresponding bone cards.

CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
Interpreting a pictured situation and details
Listening to and interpreting a poem

Developing Sight Vocabulary

Recognizing the new word—*loves*
Reading chalkboard sentences
Noting left-right progression
Identifying the new word
*Reading to discriminate between relevant and irrelevant sentences

Readiness Reinforcement

Recognizing the color blue
Enjoying the poem "Blue"

Integrative Options

- *Manipulative Activity—classifying;
- *Visual Arts—making a mural; making a pictograph; making a composite picture;
- *Physical Education—improving powers of concentration
- *Environmental Studies—discussing and painting after-school activities
- *Drama: sensory perception—
- *Music—integrating musical symbols, word symbols, and spoken words
- Books—listening to and looking at story books

Decoding Skills

Using context clues—listening to supply medial word
Using context clues—reading to complete sentences
Listening to complete rhyming couplets
*Developing the phoneme-grapheme correspondence /d/ *d*, *D*
Listening for initial sounds
My Sound and Letter Book—pasting in and drawing "d" pictures; printing *d* and *D*

Language Development

Developing sentence awareness: listening to discriminate between finished and unfinished sentences and questions; completing sentences and questions
*Extending development of sentence awareness to written material
Using left-right progression
Recognizing capitalized and small-letter forms
Using capitalization
Using periods and question marks
Using language
Noting words as units

Initial Writing

- Giving individual story dictations
Building sentences, using models
Building dictated sentences
Building sentences of own devising
*Learning to print *d*, *D*
*Learning to print *l*, *L*, *t*, *T*, *k*, *K*, *b*, *B*

Seat Work

Mr. Mugs Book: pages 56, 57, 59—printing; practicing auditory discrimination of /d/; practicing phonemic analysis of *d*
Spirit Duplication Masters/Self-Help Activities
pages 24, 25, 26, 27, 28, 29—printing *d*, *D*, *l*, *L*, *t*, *T*, *k*, *K*, *b*, *B*
page 29—practicing auditory discrimination phonemic analysis of *m*, *c*, *d*

Alternate Strategies

Practicing auditory discrimination of initial phoneme /d/; printing *d*
Practicing auditory and visual recognition of initial /p/p/, /k/c/, /m/m/, /d/d/
Recognizing letters of the alphabet

Literary Appreciation Skills

Listening to and interpreting a poem
Listening to poems for enjoyment
Listening to supplementary story books
Listening to rhyming couplets
Perceiving rhyme
Giving individual story dictations

Comprehension:-

Literal Critical Creative

Speculating
Interpreting
Drawing inferences
Relating to life
Drawing inferences based on experience
Inferring feelings
*Discriminating between relevant and irrelevant statements
Drawing a conclusion
Using context clues to complete sentences
Checking pupil-completed sentences for sense

Listening

Listening attentively in discussions
Listening to a poem
Listening to follow directions
Listening to pupils' stories
Listening to learn the words of a song
Listening to pupils' suggestions
Listening to supplementary books
Listening to complete sentences
Listening to check completed sentences
Listening to complete rhyming couplets
Listening to detect initial sounds
Listening to determine whether or not sentences and questions are complete
Listening to build dictated sentences
Listening to instructions for printing letters



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Interpreting a pictured situation and details
 Recognizing the new word *loves*
 Reading to discriminate between relevant and irrelevant sentences
 Listening to and interpreting a poem
 Recognizing the color blue

Materials Needed

Chart 16, or page 26 of *Mr. Mugs*
 Charts 12 and 13
 Pictures featuring blue objects
 An assortment of blue objects
 A blue cloth

Introducing the Theme

Lead the children into a discussion of what they look forward to after school. Ask them what important things happen between school and bedtime. Tell them there is something Curt waits for each day after school. Let them speculate on what that is.

*Discussing
 after-school
 activities*

Presenting the Chart

Present Chart 16, or ask the pupils to open *Mr. Mugs* to page 26.

Discuss the picture with the children. Try to bring out the idea that Curt is rushing out to meet Mommy because he loves her *a lot*!

"Why are Curt and Mr. Mugs running to meet Mommy? Mommy is coming home from work. What is her job?"

"When does your Mommy come home? What does she do while she's away?"

"What do you think Mommy will do when she gets to Curt?"

"How do you think Mommy feels towards Curt? How do you think Curt feels towards Mommy?"

"What do you think Mr. Mugs will do? How do you think he feels?"

"Who takes care of Curt until Mommy gets home from work?"

"What time do you think it is?"

"What do you think Curt and Mommy will do after they say hello to each other?"

"Where do you think Daddy is? Yes, Curt's daddy is at work. He is a TV repairman. What does your daddy do?"

Presenting the New Word

New Word

loves

"When Curt sees Mommy coming down the street, he calls out to her,
Mommy, Mommy!"

Print Curt's greeting on the board and have it read. Ask the children to try to read the words as Curt would say them.

Print the following sentences on the board, reading them aloud as you print. Have various children read them. Sweep your hand from left to right under the sentences as the children read them:

Curt loves Mommy.

Mr. Mugs loves Curt.

Mr. Mugs loves Mommy.

Print the following sentences on the chalkboard and have them read several times. Then call upon various pupils to come up and circle the new word *loves* in each sentence.

Curt loves Daddy.

Curt loves Mommy.

Curt loves Mr. Mugs.

Pat loves Tiger.

Mommy loves Daddy.

Call attention to Chart 16 again and print the following sentences on the board. Ask individual children to read the sentences and decide which sentences do not pertain to the picture. Cross out the irrelevant sentences, then have the sentences which represent ideas related to the picture read aloud. Always have the pupils read silently ("with your eyes only") first, then orally.

Curt loves Mommy.

Tiger is here.

Mommy loves Curt.

Here comes Daddy.

Mr. Mugs loves Curt.

A jet is here.

Read the following poem to the children and ask them what happens when the child in the poem is asleep.

I Never Hear

I never hear my mother come
Into my room late late at night.

Relating to life
Inferring from
experience

Relating to life



Reading with
expression

Meeting
the new word
in context

Reading to
discriminate
between relevant
and irrelevant
sentences

Listening
for enjoyment

She says she has to look and see
If I'm all tucked exactly right.
Nor do I feel her kissing me.
She says she does, though,
Every night.

Dorothy Aldis

Drawing
a conclusion

Through discussion lead the children to conclude that it is love which prompts the mother to tuck in the child and give a good-night kiss.

Readiness Reinforcement

Concept

The color blue

Noting color
details

Refer to Chart 16 again and ask:
"What color is Mommy's uniform?"
"What color are Curt's pants?"
"What else in the picture is blue?"

Display a couple of other reading charts and have the pupils identify things in them that are blue. Chart 12, showing Pat's birthday party, and Chart 13, showing Pat feeding Tiger, have a number of blue items in them.

Ask, "How many of you are wearing something blue? Stand up and let us see it."

Building a
"blue" chart

Have on hand a number of pictures of things that are blue. Show the pictures one at a time. Call upon pupils to identify the pictured object and tell its color. If the child does so correctly, let him or her stick it on a chart. When all the pictures have been put on, print the word *blue* on the chart in large letters. Post the chart in a conspicuous place where it will serve as ready reference for those who need it.

Recognizing
color blue;
setting up a
"blue" display

Hold up, one at a time, some objects that are blue and some that are not. Have the pupils tell the color of each object. If the color is blue, set it in a special place on your desk or a table. When the colors of all the objects have been identified, arrange the blue ones in a "blue" display in the learning center. Make the display as attractive as possible. Set boxes of different heights on the display table, so that the blue objects may be presented at varying levels, and cover table and boxes with a blue cloth.

INTEGRATIVE OPTIONS

Physical
Education

Improving Powers of Concentration and Attention. Give the children an established pattern to follow and ask them to repeat it. With some groups, it may be necessary to direct the first few repetitions, as suggested in parentheses.

1. "Bounce the ball three times, then clap. Keep on doing it." (Bounce, bounce, bounce, clap; bounce, bounce, bounce, clap; etc.)

2. "Walk four steps, then hop two steps. Keep doing it." (Step, step, step, step, hop, hop; step, step, step, step, hop, hop; etc.)

3. Have each child make up a sequence of three movements; for example, stretch, curl, stretch. "Remember your pattern and show it to the group."

Environmental
Studies.

Discussing After-School Activities. Initiate a discussion of after-school activities. The children may wish to paint pictures of their favorite after-school activity.

Drama:
Sensory
Perception

Developing a Personal Awareness of the Sense of Smell. Prepare an interest center containing items such as perfume, after-shave lotion, mouth wash, chewing gum, baby powder, coffee, onion, banana, orange, peanut butter, cheese.

(a) Have the pupils investigate the smell of the items with their eyes closed or blindfolded. The pupils may handle each item.

(b) Have the pupils identify the items by smell only. Do not let them handle the items this time.

Demonstrating Imagination Stimulated by the Sense of Smell. Have the pupils relate a story suggested by the smelling of an object.

Music

Integrating Musical Symbols, Word Symbols, and Spoken Words. Copy the music for the last two lines of the Alphabet Song (page 137) on the chalkboard or overhead transparency. Underneath the notes write the following rhyming couplet, making certain that each word is directly below a corresponding note. This will mean that the notes have to be well distributed on the staff, and that *into* will have to be broken up to correspond to two notes.

Pat looked up into the sky,
Saw a dog that tried to fly.

Sing the rhyme a few times, until the pupils have learned the words. Then have the children sing it once or twice, following the words with their eyes. Sing it again, this time more slowly, having the children clap to the singing. When they are able to clap once for each note (word), ask them to sing and clap again. This time point to each note of the music as the children clap. Pointing at the notes in staccato fashion will help the pupils to integrate their singing, clapping, and looking at the notes. Emphasize to the pupils that they clap once for every note that they sing.

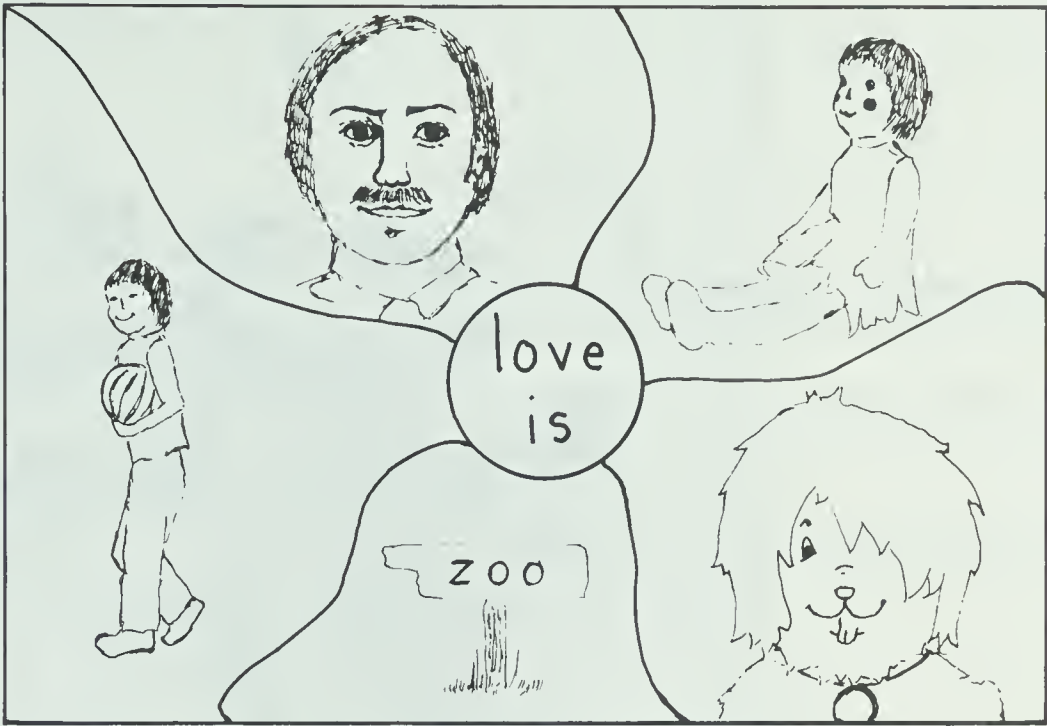
If the children are still enjoying the singing, ask them to sing and clap once more, as you point to the individual words.

*Manipulative
Activity*

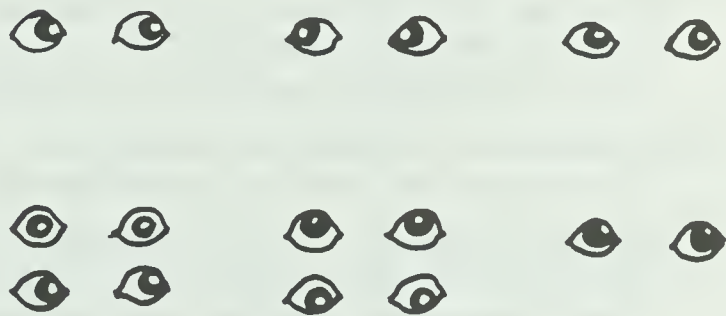
Classifying: Sorting According to Similarities. Give the child a box of buttons and have her or him sort them according to color, shape, or size. Muffin tins or egg cartons make good receptacles for the various categories.



Making a Mural. “What do our parents do to show us that they love us?” When a number of suggestions have been made, help the pupils to make a cut-and-paste mural illustrating them.



Making a Pictograph. “What part of your body could be blue?” When eyes have been mentioned, have all the children in the group with blue eyes stand up. Give each blue-eyed child two pieces of blue paper shaped like eyes and have the children paste their pairs of “eyes,” one after another in a horizontal line, on chart paper. Give the other children pairs of “eyes” of another color, and have them paste their pairs in a horizontal line, one pair beside another, below the blue “eyes.” Explain to the children that this is a way to show the number of blue-eyed children in a group and the number of children with eyes of another color.



Making a Composite Picture. “What blue things are found in nature?” The children will probably suggest sky, water, some birds, some flowers, some fish, etc. Help them to make a composite picture, using various shades of blue, to illustrate their ideas.

Experimenting with Blue. Using food coloring, dye water, sand, salt, etc. “How can you make the water darker? lighter? What happens when the drop of coloring hits the water?” Use the dyed sand for sand pictures.

Book Center

Books for Listening and Looking

Jenny's Revenge, by Anne Norris Baldwin. Four Winds Press.
A little girl's troubles with the woman who cares for her while her mother works, and how they are resolved.



The Terrible Thing That Happened at Our House, by Marge Blaine. Parents Magazine Press.

A little girl tells of the upset in the life of the family when her mother went back to work and how a happy solution was found. A book both funny and serious.

Busy People, by Joe Kaufman. Golden Press.

Women doing jobs formerly thought of as men's jobs.

The Great Blueness and Other Predicaments, by Arnold Lobel. Harper & Row.

At first the world was all grey and dull. A wizard discovered blue, but that didn't help much. Then he discovered yellow, then red, and finally got the perfect blend.

The Blue China Pitcher, by Elizabeth C. Meyer. Abingdon.

When preparing for a party, Sara puts the blue pitcher of milk in Pussy Willow Creek to keep cool. When she goes to get it, the pitcher is gone.

Elephant Blue, by Hirotaka Nakano. Bobbs-Merrill.

Colors and shapes are introduced in an elephant's walk into a friendly jungle.

DECODING SKILLS

Objectives

Using context clues

Suggesting rhyming words to complete couplets

Developing the phoneme-grapheme correspondence /d/d, D

Materials Needed

Chart 8, the phonemic chart for /d/
My Sound and Letter Book
Catalogues and magazines
Scissors
Paste

Word Meaning

Display Chart 8, the phonemic chart for /d/.

"I'm going to say some things to you. Every time I say something, I'm going to leave a word out, and I want you to tell me what that word might be. You'll find clues to help you in the pictures on this chart.

"Here's the first one." Read the following, making a marked pause where the word is omitted.

The little _____ said, 'Quack, quack,' when he saw me.

"Look at the chart. Can you see a picture of something that might say 'Quack, quack'?"

"A duck? Listen to see if it makes sense in the sentence."

The little duck said 'Quack, quack' when he saw me.

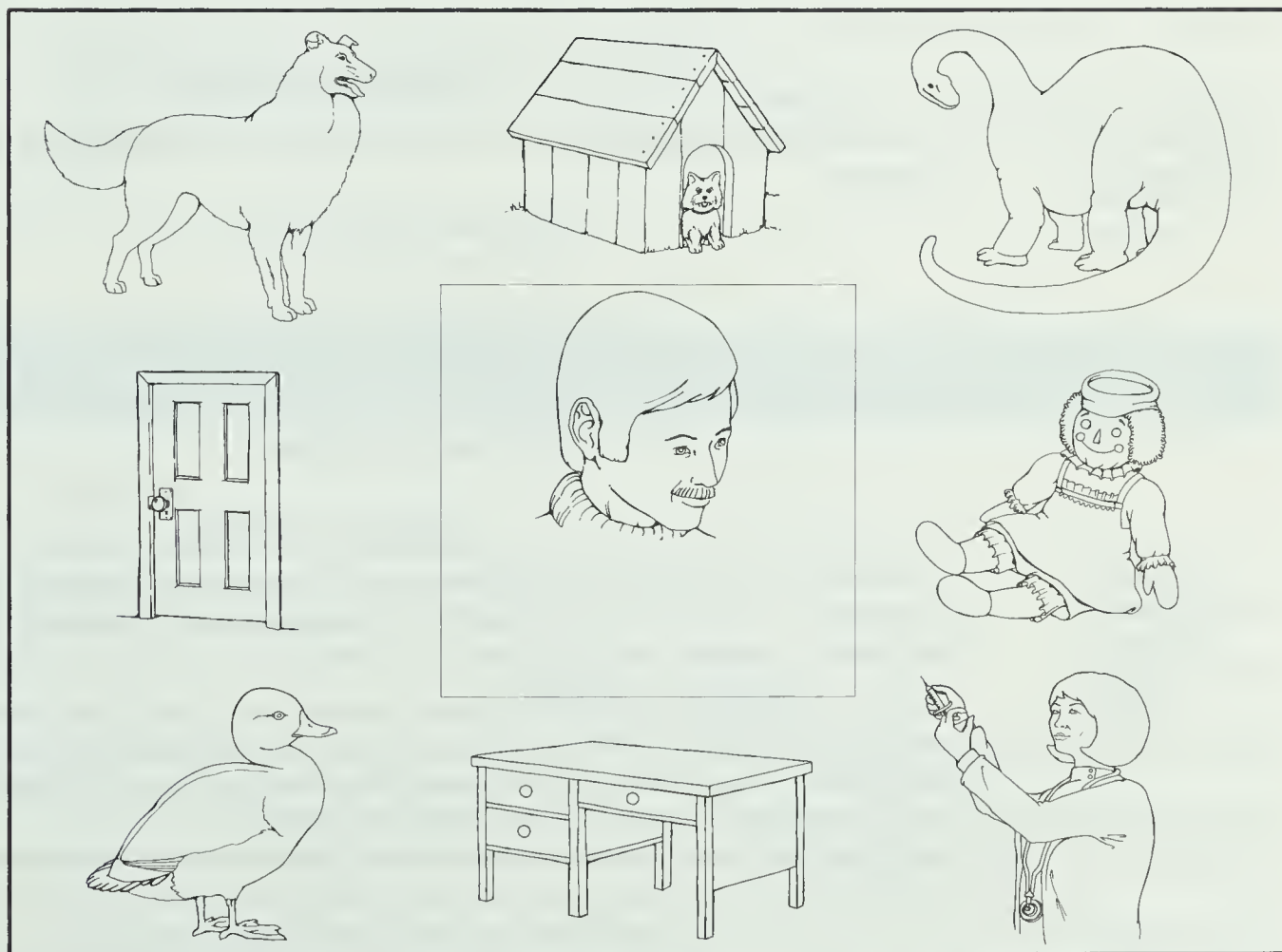
"Does it make sense? Yes, it makes sense. Ducks do say 'quack'.

"Now try this one."

Continue in the same manner with:

Mommy says 'Shut the _____ quietly, don't slam it.

I went to the _____ when I had a sore throat.



Using context clues to complete written sentences

Curt _____ Mr. Mugs.

here
loves

*Suggesting
rhyming words
to complete
couplets*

Developing
the phoneme-
grapheme
correspondence
/d/d, D

(c) Say a number of words, some beginning with *d* and some beginning with other letters, and have the children determine whether or not they begin like *Daddy*: *dirt, dish, park, day, collar, mittens, dance*, etc.

Step 2: Saying. Say some words beginning like *Daddy*. Check each pupil carefully as the children say the words after you. Ask children to tell what they did with their tongues as they started to say each word.

Step 3: Seeing. Print *Daddy* on the chalkboard. Ask the children whose names begin like *Daddy* to stand and tell their names. As each name is given, print it on the chalkboard under *Daddy*.

Daddy
Donald
Debbie
Dorothy

Have the pupils notice that they all look alike at the beginning and recall that they all begin with capital letters because they are names.

Print *dog, dig, duck* in a column on the chalkboard and have the pupils notice that they all look alike at the beginning.

Step 4: Printing. See "Initial Writing: Printing," page 190.

d D

Adding to
My Sound and
Letter Book

Let the pupils devote two pages to the consonant *d*. Have them cut out pictures from catalogues or magazines and paste them into the book, or they may draw their own pictures if they prefer. Remind them that each pictured object should begin like *Daddy*. Have them print the letter under each picture, using capital *D* under some pictures and small *d* under others.

Additional practice is provided in the *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," page 190.

Reinforcement activities are given in "Alternate Strategies" — "Working with *d*," page 191; "Build a Puzzle," page 191; "Spin a Consonant," page 192, and "The Sound Tree," page 193.

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness

Extending sentence awareness to written material

Recognizing capital and small-letter forms

Sentence Awareness

"What do we have to be sure of when we tell someone something or ask someone something?"

"Yes, we have to be sure to tell or ask the whole thing, so that the other person will know what we mean. I'm going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not."

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

Discriminating
between complete
and incomplete
sentences and
questions;
completing
sentences and
questions

I wish I had a dog like Mr. Mugs.
 Please read me a
 Mr. Mugs likes to play with
 Is a puppy a baby dog?
 Will Mr. Mugs like . . . ?
 Have you got a . . . ?

Reading to
 complete
 sentences

“Now let’s see if we can do the same thing when I *write* something and leave a word out. Here’s the first one.”

Print on the board:

Mr. Mugs is a

“Read this with your eyes only.” Sweep your hand under the incomplete sentence. As the pupils read silently, read the words aloud to them, ending with an unfinished intonation of the voice.

“Is this finished? Why not?”

“That’s right. It isn’t finished because it doesn’t tell *what* Mr. Mugs is. It doesn’t tell the whole thing. Who can tell me what Mr. Mugs is?”

“A dog? Let’s put *dog* at the end, to see if it finishes the sentence.” Add *dog* to the sentence.

Mr. Mugs is a dog

“Read this with your eyes only.” Sweep your hand under the sentence. As the children read silently, read the sentence aloud to them, ending with a finished inflection.

“Is it finished now? Does it make sense? Yes, it is finished. It tells the whole thing. And it makes sense because Mr. Mugs really *is* a dog.

“This sentence tells us something. What should I put at the end, to show that it is finished? That’s right. I should put a period at the end.” Put the period at the end of the sentence.

Mr. Mugs is a dog.

Ask several children to read the completed sentence. Continue in the same manner with:

Curt loves
 Mommy is

Sentence awareness is involved in “Decoding Skills: Using Context Clues” and in “Initial Writing: Building Sentences.”

Alphabet Skills

Noting capitals
 and small letters

Discuss with the children the capitalized and small-letter forms of the initial consonant in *Loves, loves*.

Recognition of capital and small-letter forms is also presented in “Decoding Skills: Phonemic Analysis,” in “Initial Writing: Printing,” and in *Mr. Mugs Book* and the *Spirit Duplication Masters or Self-Help Activities*.

Reinforcement is also given in “Alternate Strategies” — “Georgie Giraffe,” on page 192.

Skills Involved in Other Strands of the Lesson Plan

Capitalizing
 names and
 sentences

Capitalization of names is mentioned in “Decoding Skills: Phonemic Analysis.” Capital letters at the beginning of sentences is involved in “Initial Writing: Building Sentences.”

Using left-right
 progression

This is involved in “Concept Development: Presenting the New Word,” in “Decoding Skills: Using Context Clues,” in “Sentence Awareness” above, and in “Initial Writing: Building Sentences.”

Using periods and
 question marks

The use of the period is involved in “Sentence Awareness” above, and periods and question marks are used in “Initial Writing: Building Sentences.”

Using language

In “Concept Development,” as in previous lessons.

Noting words
 as units

This is strengthened in “Concept Development: Presenting the New Word” by having the children find and circle the new word.

INITIAL WRITING

Objectives

Giving individual story dictations
Building sentences
Learning to print *d* and *D*
Learning to print *I, L, t, T, k, K, b, B*

Materials Needed

Writing My Own Reader
Word banks
Word cards for *loves* (new); for *Mommy, Pat, Tiger, Daddy, Curt, Mr. Mugs, a* (from word banks)
Punctuation card for the period (from word banks)
Rebus cards for *cat* and *car* (from word banks)
A strip of black paper for each child
Lines on the chalkboard for printing
Spirit Duplication Masters or *Self-Help Activities*, pages 24, 25, 26, 27, 28

Composing Stories

*Writing
My Own Reader*

By now most of the children will be well motivated to give you their story dictation. This is a good sign.

Building Sentences

*Getting the
cards ready*

Ask the children to find the following cards in their word banks:

Mommy

Pat

Tiger

a



Daddy

Curt

Mr. Mugs

•



Distribute copies of the new card:

loves

*Building
telling
sentences*

Using the procedure established in Lesson 9, pages 142-143, have the pupils build the following sentences, one at a time.

Using Models

Mommy loves Pat.

Pat loves Tiger.


From Dictation

Daddy loves Mommy.

Curt loves Mr. Mugs.

Mommy loves Mr. Mugs.

Daddy loves Pat.

Mommy loves a  •

Daddy loves a  •

When the sentences have all been built, let the children try building sentences of their own devising, using the new card and any of the cards in their word banks. Remind them to work

from left to right, to make sure their sentences begin with a capital letter, and to use periods and question marks in the proper places.

Tidying up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

Printing

*Learning to
print d, D*

Teach the pupils how to print the capital and small-letter forms of *D, d*, beginning with the small letter and then going on to the capital. To do this, follow the procedure established in Lesson 7, on pages 107-109.

When the pupils have shown that they can print the letter correctly on the board, let them practice on their own, using page 24 of the *Spirit Duplication Masters* or *Self-Help Activities*.

*Learning to
print l, L,
t, T, k, K,
b, B*

The printing of *l, L, t, T, k, K*, and *b, B* may be taught at this point to those pupils who are ready and able to handle the accelerated printing program. Follow the same procedure as in the printing of *d* and *D*, and give the pupils the *Spirit Duplication Masters* or *Self-Help Activities* for individual practice, pages 25-28.

Additional printing of *d, D* is included in *Mr. Mugs Book*. See "Seat Work," below. The printing of the two forms of *d* is also involved in the exercise for *My Sound and Letter Book* in "Decoding Skills: Phonemic Analysis." Reinforcement is provided in "Alternate Strategies" — "Working with *d*," page 191; "Build a Puzzle," page 191.

SEAT WORK

Mr. Mugs Book

Page 56. Printing/Auditory Discrimination/ Phonemic Analysis of Initial Consonant *d*. Tracing letters; joining dots to form letters; using starting points to print letters. Pasting "d" pictures in correct places.

Page 57. Auditory Discrimination of Initial Phoneme /d/. Cutting out "d" pictures to paste on page 56.

Page 59. Printing/Auditory Discrimination of Initial Phoneme /d/. Tracing letters; joining dots to form letters; using starting points to print letters. Drawing "d" pictures.

Spirit Duplication Masters/ Self-Help Activities

Page 24. Printing: *d, D*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 25. Printing: *d, l, L*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 26. Printing: *d, t, T*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 27. Printing: *d, k, K*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 28. Printing: *d, b, B*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 29. Auditory Discrimination/ Phonemic Analysis of Initial Consonants *m, c, d*.

ALTERNATE STRATEGIES

Objectives

Using auditory discrimination of /d/ and printing *d*

Developing auditory and visual perception of /d/d

Associating phonemes /p/, /k/, /m/, /d/ with their corresponding graphemes *p*, *c*, *m*, *d*
Matching capitals and small letters

Decoding Skills:
Phonemic Analysis

Working with d

Objective

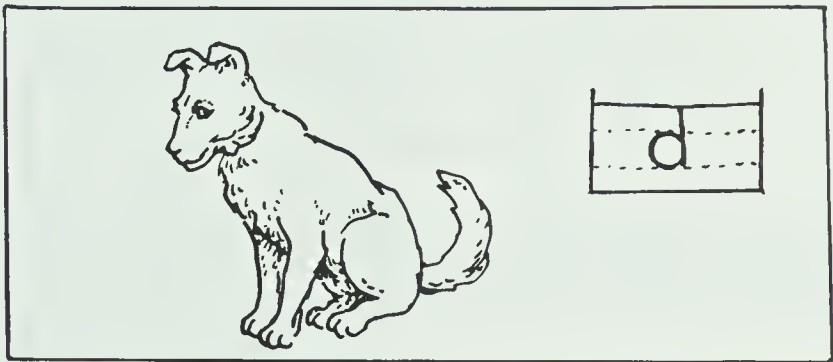
Using auditory discrimination of /d/ and printing *d*

Number of Players

Individual

Materials Needed

Cards 3" × 8", with a picture pasted on one end and a pad of lined paper stapled on the other end.



Procedure

The pupil looks at the picture on each card. If it portrays an object whose name begins with *d*, he or she prints *d* on the lined paper.

When the cards have been checked, simply remove the top sheet from the lined pad, and the activity is ready for use by another child.

Decoding Skills:
Phonemic Analysis

Build a Puzzle

(Mr. Mugs Games)



Objective

Developing auditory and visual perception of /d/d

Procedure

See “Build a Puzzle” in Lesson 7, page 113.

*Decoding Skills:
Phonemic Analysis*

Spin-a-Consonant

Objective

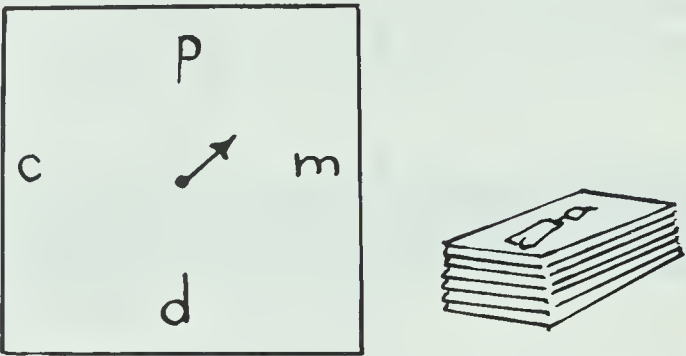
Associating phonemes /p/, /k/, /m/, /d/ with their corresponding graphemes **p**, **c**, **m**, **d**

Number of Players

Two or three

Materials Needed

A cardboard square, with *p*, *c*, *m*, *d* printed on it, and a spinning arrow affixed to the center
A set of cards with pictures of objects whose names begin with *p*, *c*, *m*, or *d*



Procedure

Taking turns, each player chooses a card, names the object pictured on it, and moves the arrow to the consonant which represents the initial sound. If the child is successful, she or he keeps the card. The player with the most cards wins the game.

*Language
Development:
Alphabet Skills*

Georgie Giraffe



Objective

Matching capitals and small letters

Number of Players

Two

Materials Needed

A yellow giraffe spotted with small letters of the alphabet

A container with brown markers in it. Each marker should have a capital letter printed on it and should be small enough to fit over the corresponding small-letter space on the giraffe.

Procedure

Taking turns, each pupil draws a marker from the container, reads the letter on it, and tries to match it to the corresponding small letter on the giraffe. The game continues until the giraffe is covered.

Decoding Skills:

Phonemic Analysis

The Sound Tree

(Mr. Mugs Games)

The Sound Tree (see Lesson 4, page 70) can be used to reinforce auditory discrimination of initial /d/ at this time. There will need to be ten picture cards showing objects whose names begin with *d*, and three picturing objects whose names begin with other letters. The word at the base of the tree trunk will be *Daddy*.

CONCEPT DEVELOPMENT		
Developing The Theme	Developing Sight Vocabulary	Readiness Reinforcement
	Recognizing core vocabulary presented in Lessons 1-12 Reading words, phrases, and sentences *Classifying words	Developing body awareness—the head; the arm
Integrative Options	Decoding Skills	Language Development
Visual Arts—painting, modeling Visual Arts and Poetry—listening to a poem; making handprints Book—listening to and looking at a story book		
Initial Writing	Seat Work	Alternate Strategies
	<i>Mr. Mugs Book</i> : page 60—recognizing vocabulary words page 61—practicing auditory discrimination of /p/, /k/, /m/, /d/; practicing phonemic analysis of <i>p, c, m, d</i> <i>Spirit Duplication Masters/Self-Help Activities</i> page 30—recognizing vocabulary words page 31—practicing auditory discrimination of /p/, /k/, /m/, /d/; practicing phonemic analysis of <i>p, c, m, d</i>	Recognizing core vocabulary words Practicing phoneme-grapheme correspondences /p/ <i>p</i> , /k/ <i>c</i> , /m/ <i>m</i> , /d/ <i>d</i>
Literary Appreciation Skills	Comprehension:- Literal Critical Creative	Listening
Listening to a poem Using descriptive words Giving individual story dictations	Classifying words	Listening to follow directions Listening to a poem Listening to supplementary books

CONCEPT DEVELOPMENT

Objectives

Reviewing recognition of core vocabulary presented in Lessons 1-12
Recalling parts and functions of the head and arm

Vocabulary Review

Materials Needed

A picture of Mr. Mugs drawn on the chalkboard. See the illustration below
Word cards in the shape of bones. Each card should have a sentence, phrase, or word on it, using all the core vocabulary at least once on the set of cards
Commercial adhesive to affix word cards to chalkboard
Flashcards for the core vocabulary words
Word Banks



Recognizing
words on
"bone" cards

Giving Bones to Mr. Mugs. Draw a picture of Mr. Mugs on the chalkboard. Prepare "bone" cards, as shown above. If a child recognizes the word or words on a "bone," let him or her put it on the board near Mr. Mugs. (Use a commercial adhesive on the backs of the cards.)

When all the "bones" have been put around Mr. Mugs, ask for a volunteer to read all the cards. If one pupil can read all the cards, he or she may be the "teacher" and point to any card at random, calling upon another pupil to read it. When a pupil reads a card correctly, let him have the "bone" as a reward. Some children enjoy taking such things home to show their parents.

Playing "Red Light." Line five pupils up at the back of the room, then flash word cards for them to read. The first pupil to read a card successfully moves forward one step. The first to reach the front of the room wins the game.

Recognizing
words on flashcards

Recognizing
words on
word cards;
seeing word
relationships

Classifying Words. Print the following words on the chalkboard:

Curt	Mommy	jet	surprise	dog
Pat	Daddy	pet	Tiger	Mr. Mugs

Ask the pupils to take the cards for these words out of their word banks and place them, face up, in rows across the top part of their desks.

“Now we are going to sort the cards out. Find all the words that are the names of people and put them in a pile on the clear part of your desk.”

Allow time for the pupils to find these cards.

“Find all the words that we use for animals and put them in another pile.”

Allow time for these cards to be found.

“Now put the words that are the names of things in another pile.”

When all the word cards have been sorted, call upon various children to read the cards they have placed in the different categories. Check to be sure all the children have sorted their cards correctly. If some children have put a card in the wrong category or have cards that they do not know where to place, help each one individually to understand where the cards should go and why.

The correct classification is:

<i>People</i>	<i>Animals</i>	<i>Things</i>
Curt	pet	jet
Pat	Tiger	surprise
Daddy	dog	

When the activity is finished, have the word cards returned to the word banks and the word banks put back on the shelf.

Recognizing Vocabulary Words. If any children do not recognize all the words, let them play the word-recognition games suggested in “Alternate Strategies.”

Strengthening
word recognition

Readiness Reinforcement

Concepts

Body Awareness

The head The arm

Materials Needed

Chart 16, or *Mr. Mugs*, page 26

Discussing
the head

“If you wanted to tell someone where a person’s mouth is, what would you say?” Let several children respond.

“Let’s talk about our head. What do we have on the top and at the back of our head?” (Hair)

“Does our hair cover a lot of our head or just a little?”

“What does our hair do for us?”

Continue in the same manner with the face, the forehead, the eyes, the eyelids, the eyelashes, the eyebrows, the nose, the cheeks, the mouth, the lips, the teeth, the tongue, the chin, and the ears.

“What joins our head to our body?”

“What covers our whole head, our neck, our whole body?” (skin)

To check understanding, name each part of the head and have the children point on themselves to the part named each time. Then point to each part of your own head and have the pupils tell its name.

Display Chart 16, or ask the pupils to open *Mr. Mugs* to page 26 and look at the picture.

“What is Curt doing with his arms as he runs to meet Mommy? What is Mommy doing with her arms as she walks?”

Discussing
the arm

"Stand up and swing your own right arm. What part of your body does your arm swing from?" (The shoulder)

"Bend your arm. Where does it bend?" (At the elbow)

"Now sit down and put one arm on your desk (or on the floor).

"Look at your arm. What is at the end of it?" (The hand)

"What joins the hand to the arm?" (The wrist)

"Of what use is the wrist?"

Continue on, identifying fingers, knuckles, fingernails, thumb, palm, skin, and establishing the use of each part.

"What can arms and hands do?"

As a check, point to the various parts of your arm and hand and have the children identify them.

To emphasize the usefulness of the various joints of the arm and hand, let the pupils try to pick up something off a table:

- (a) with the shoulder stiff;
- (b) with the elbow stiff;
- (c) with the wrist stiff;
- (d) with the fingers stiff;
- (e) without using the thumb.

*Demonstrating
the importance
of joints*

INTEGRATIVE OPTIONS

Visual Arts

Painting. Some pupils might like to paint pictures of their own faces.

Modeling. Others might prefer to make models of their own heads out of plasticene.

*Visual Arts
and Poetry*

Listening to a Poem; Making Handprints. Duplicate the following poem, placing the poem to the right-hand side of the sheet. Distribute copies to the children.

Read the poem as the children listen for enjoyment.



You've washed my prints
from wall and door,
For I'm not careful when I play.
But here's a print
you'll want to keep.
It's made for you
this happy day.

Read the poem several times, having the pupils substitute words such as *sunny*, *busy*, etc., in place of *happy* in the last line.

Then have the children trace the outline of their own hand beside the poem and paint it. Some children may prefer to trace the outline of their hands on wallpaper samples and paste them beside the poem. Suggest that the pupils take the poem and handprint home to give to their mothers.

A Story Book

Books for Listening and Looking

The Crocodile's Toothbrush, by Boris Zakhoder. McGraw-Hill.

About a crocodile who wouldn't brush his teeth.

*Books to
Strengthen
Reading Skills*

Books for Enjoying and Learning

The Magic Circle Books. Ginn and Company.

Books to provide additional reading experiences.

We Need a Bigger Zoo! by Eve Bunting and Bob Barner.

Walk, Robot, Walk, by Mercer Mayer.

SEAT WORK

Mr. Mugs Book

Page 60. Word Recognition. Coloring objects on which are printed core-vocabulary words the children can read.

Page 61. Auditory Discrimination/Phonemic Analysis of Initial Consonants *p, c, m, d*. Circling the letter which stands for the beginning sounds of the names of pictured objects.

Spirit Duplication Masters/ Self-Help Activities

Page 30. Word Recognition Review. Coloring objects on which are printed core-vocabulary words the children can read.

Page 31. Auditory Discrimination/Phonemic Analysis of Initial Consonants *p, c, m, d*.

ALTERNATE STRATEGIES

Objectives

Recognizing core vocabulary

Recognizing phoneme-grapheme correspondences /p/p, /k/c, /m/m, /d/d

Word
Recognition

Roll 'em

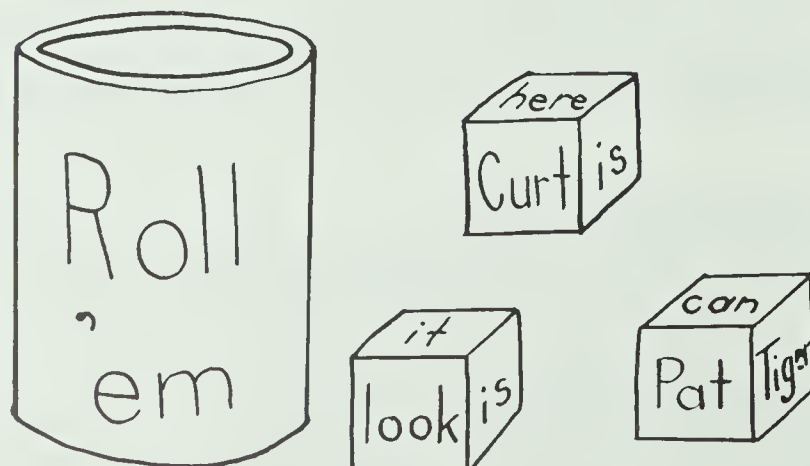
Objective

Recognizing core vocabulary

Materials Needed

An orange-juice can or similar container, attractively covered

Six colored cubes, on which core words have been printed



Procedure

The pupils roll the cubes out of the can and read the words that come up.

Variations

1. The pupils roll the cubes and use one of the words that turn up in a sentence.
2. The pupils roll the cubes and try to make a sentence out of the words that turn up.

*Word
Recognition*

Fish-a-Word

Objective

Recognizing core vocabulary

Materials Needed

A deck of cards containing two cards for each vocabulary word

Procedure

The game is played in the same way as the card game "Fish."

*Decoding
Skills:
Phonemic
Analysis*

How Does It Begin?

Objective

Perceiving initial phonemes and matching with corresponding graphemes

Number of Players

Any number

Materials Needed

The "p," "c," "m," and "d" items from the "P" Box, the "C" Box, the "M" Box, and the "D" Box
A set of cards for each player, each set consisting of letter cards for *p*, *c*, *m*, and *d*

Procedure

The teacher holds up an item for all to see. The pupils think of the beginning sound of the name of the item and respond by holding up the corresponding letter card.

When the game is finished, have the items returned to their respective boxes.

CONCEPT DEVELOPMENT

Developing The Theme

Listening to and interpreting a poem
 *Enjoying humor
 Developing facility in oral expression
 Interpreting a pictured situation and details

Developing Sight Vocabulary

Recognizing the new word—see
 Reading chalkboard sentences
 Identifying new word
 *Guessing from oral clues
 Reading to discriminate between true and false statements

Readiness Reinforcement

Recognizing the color blue
 Developing awareness of emotions

Integrative Options

Physical Education—improving powers of concentration
 Science—doing more experiments with blue
 Visual Arts—painting
 *Drama—developing personal awareness
 Playing a game—playing musical chairs
 Music—integrating music symbols, word symbols, and spoken words
 Books—looking at and listening to story books, “reading” a picture book

Decoding Skills

Using context clues—listening to supply missing words
 *Developing auditory perception of initial phoneme /s/
 Matching definitions and pictures
 Listening to note initial sounds in names
 Using context and phonemic clues to complete sentences
 *Listening for /s/ sounds in a poem
 *Listening to print first letter of words beginning with *p, c, m, d*
 Reading words formed on graphemic bases

Language Development

Developing sentence awareness:
 Reading to complete sentences
 *Discriminating between telling and asking sentences
 Matching capitalized and small-letter forms
 Using and noting capitalization
 Using and noting left-right progression
 Using periods and question marks
 Using language
 Noting words as units

Initial Writing

Giving individual story dictations
 Building telling and asking sentences, using models
 Building dictated telling and asking sentences
 Building sentences of own devising

Seat Work

Mr. Mugs Book:
 page 62—practicing auditory discrimination of /p/, /k/, /m/, /d/; practicing phonemic analysis of *p, c, m, d*; recognizing vocabulary words
 page 63—practicing auditory discrimination of /s/
Spirit Duplication Masters/Self-Help Activities
 page 32—practicing auditory discrimination of /s/

Alternate Strategies

Recognizing vocabulary words
 Practicing auditory perception of /s/
 Recognizing capitals and small letters

Literary Appreciation Skills

Listening to a poem
 *Identifying a character's problem in a poem
 *Reacting to a poem
 *Enjoying humor in a poem
 Listening to supplementary story books
 “Reading” a picture book
 *Listening to a poem to identify specific sounds
 Giving individual story dictations

Comprehension:-

Literal Critical Creative

Speculating
 *Recognizing problem in poem
 Drawing inferences
 Interpreting a pictured situation
 *Guessing from oral clues
 Discriminating between true and false
 Noting details
 Predicting outcomes
 Inferring feelings
 *Expressing and supporting opinions
 Comparing
 *Understanding words denoting emotions
 Matching definitions and pictures
 Checking pupil-completed sentences

Listening

Listening attentively in discussions
 Listening for the main idea of a poem
 Listening to a poem to enjoy its humor
 Listening to respond to oral clues
 Listening to follow directions
 Listening to respond to music
 Listening to learn the words of a song
 Listening to supplementary books



CONCEPT DEVELOPMENT

Objectives

Listening to and interpreting a poem
 Enjoying humor
 Developing facility in oral expression
 Interpreting a pictured situation and details
 Recognizing the new word see
 Using the new word in oral clues
 Reading to discriminate between true and false
 Recognizing the color blue
 Developing awareness of emotions

Materials Needed

Chart 17, or *Mr. Mugs*, page 29
 The "blue" display in the Learning Center

Introducing the Theme

Speculating

"Can you imagine a puppy with a problem? What kind of problems might a puppy have?"
 Allow time for the pupils to offer and discuss a number of suggestions.

Listening for a specific purpose

"Here's a poem about a puppy with a problem. Listen, as I read it to you, to find out what his problem is."



A puppy whose hair was so flowing
There really was no means of knowing
Which end was his head,
Once stopped me and said,
"Please, sir, am I coming or going?"
Oliver Herford

Recognizing
main idea;
inferring

When you have finished reading, allow time for spontaneous laughter and reaction. Then ask, "What is the puppy's problem?"

"Do you think Mr. Mugs might sometimes have the same problem? Why?"

Read the poem again to let the pupils simply enjoy the humor.

Enjoying humor

Presenting the Chart

Present the chart, or refer the children to page 29 of *Mr. Mugs*, without introduction.

Ask the pupils to tell the story of what is happening in the picture.

"Why do you think Curt is pointing to the TV? How does he feel?"

Interpreting
Inferring

Presenting the New Word

New Word

see

Meeting and
reading the
new word
in context

"When Curt saw the TV picture, he said,

A surprise.

I can see Mr. Mugs.

Look, Mommy. Look, Daddy.

I can see a Mr. Mugs dog.

Place the sentences on the chalkboard and have them read several times. Then call upon pupils to find the word see and frame it.

Give oral clues such as the following, and have the pupils guess what you are looking at.

"I can see something blue. What is it?"

"I can see something round. What is it?"

"I can see something up high. What is it?"

Let the children offer several clues for you to guess.

Print the following sentences on the board and have pupils read them, first silently and then aloud. Ask whether each statement is true or not true. Have the word see framed.

Guessing
from oral clues

1. A jet can see.
2. Mr. Mugs can see Curt.
3. Pat can see Tiger.
4. A dog can see.

Reading to
discriminate
between true and
false statements

Further Discussion of the Chart Theme

Refer again to Chart 17, or to the picture on page 29 of *Mr. Mugs*.

"What is Mommy doing? Why? What is Daddy doing?"

"Why do you think Curt feels surprised? How do you think Mr. Mugs feels?"

"What do you think Mr. Mugs might do next?"

"What time do you think it is in this picture? Why?"

"How do you think Mommy and Daddy feel right now? Why?"

"What do you think Mommy might say to Curt next?"

"What do you think of the living room in Curt's house? Why?"

"What is the same about this room and your living room? What is different?"

"Who do you think takes care of the plant in this room? Why do you think so? How do you take care of a plant like this?"

Discussing
Chart 17
Noting details
Inferring
Predicting
Inferring

Predicting
Valuing
Comparing
Inferring from
experience

Readiness Reinforcement

Concepts

The color blue (review)

The emotions

Chart 17	Direct attention to Chart 17 again.
Noting color details	"What color is Daddy's sweater? What color is Curt's shirt?"
Noting shades of blue	"Where else do you see the color blue in the picture?" Gather the children together at the "blue" display in the Learning Center. "Are all the blue colors exactly the same? Point to two things in the display that are different shades of blue."
Classifying	Allow the pupils to sort the items of the display according to shades of blue. Have them group together items that are the same, or almost the same, shade of blue. When they have finished, return the items to the display.
Developing awareness of emotions	Let the pupils sing "If You're Happy and You Know It." When they have finished singing ask: "Can you think of times when you are really happy? Tell us about them. Can you think of times when you are sad? Why are you sad? How do you feel when someone hits you? How do you feel when someone breaks one of your toys? Have you ever been very afraid? When? Why?" Refer to Chart 17 again. "Do you think Mommy and Daddy feel happy? sad? angry? afraid? How does Curt feel?" "How does Mr. Mugs look?" Let the children suggest several words. If no one mentions <i>puzzled</i> , suggest it to them. "Suppose <i>you</i> saw someone who looks like you. How would you feel?"

INTEGRATIVE OPTIONS

Physical Education	Improving Powers of Concentration and Attention. Give the children an established pattern to follow, using beanbags, and ask them to repeat it. <ol style="list-style-type: none">1. "Throw the beanbag against the wall and turn around. Do the same thing again."2. "Throw the beanbag through the hoop and clap three times. Do it again."3. "Throw the beanbag into the basket and jump twice. Do it again."4. "Throw the beanbag with your right hand and catch it with your right hand. Do it again. "Throw the beanbag with your left hand and catch it with your left hand. Do it again. "Throw the beanbag with your right hand and catch it with your left hand. Do it again. "Throw the beanbag with your left hand and catch it with your right hand. Do it again."5. Let the pupils make up their own sequences and demonstrate them to the group.
Science	Experimenting with Blue. Using blue food coloring and water, partially fill five containers with blue liquid. Leaving one glass to act as the control color, let the pupils add a little yellow to one glass, a lot of yellow to another, a little red to another, and a lot of red to the last one. Lead the pupils to conclude that when a little yellow or red is added, a different shade of blue is produced; when a lot of yellow or red is added, a completely different color results.
Visual Arts	Painting and Feelings. The children might enjoy painting pictures of one of the following: something that makes me happy; something that makes me sad; something that makes me angry; something that makes me frightened; or something that makes me excited. When the paintings are completed, they might be compiled into a "Feelings Book."
Drama	Developing Personal Awareness Through Sensitivity to Sound and Movement. (a) Play some light, happy music and ask the children how it makes them feel. After the discussion, have them move to the happy music, doing whatever the music tells them to do.

(b) Change to slow, heavy music and ask the children to respond physically to the sound stimuli. Discuss why their movements were different.

(c) Play some music with a variety of moods and have the pupils vary their movements as suggested by the music.

Playing “Musical Chairs.” The children would enjoy playing musical chairs for a few minutes.

Integrating Music Symbols, Word Symbols, and Spoken Words. Copy the “Wishing Song” or part of it on the chalkboard or transparency. Spread out the notes sufficiently so that the words under the notes can be seen to correspond.

Playing a Game

Music

I can see a Mis-ter Mugson my T V

I can see a Mis-ter Mugson my T V

I can see a Mis-terMugsdog, I can see a Mis-ter Mugs dog

Oh I love my Mis-ter Mugson my T V

Sing the song several times for the children to teach them the words. Encourage them to join in with you as soon as they can. When all are singing, have them sing the song again and follow the words as they sing.

Now focus attention on the first line, having the children sing it and clap as they sing. After they have sung the line, ask them if anyone can tell how many claps they made while they were singing. If they haven't made the connection between the words or syllables, the notes, and the number of claps, have them sing and clap the first line again as you point to the notes. Ask someone to count the number of claps.

(If anyone notices that *Mr. Mugs* is written differently in the song, don't go into a long explanation. Simply tell the child that this is another way of writing the name.)

Story Books

Books for Listening and Looking

Rebeka, by Frank Asch. Harper & Row.

A little boy imagines what it would be like to be married to his dog Rebeka, and decides it is better to remain as they are — boy and dog.

Henry's Dog, Henry, by Walter Brooks. Random House.

A very funny dog story by a popular writer for children.

A Picture Book

A Book for Looking and Imagining

My Friend Little John and Me, by Yutaka Sugita. McGraw-Hill.

A picture story about a Saint Bernard and a little boy. No text.



DECODING SKILLS

Objectives

Using context clues
 Developing auditory perception of initial /s/
 Beginning chalkboard dictation
 Reading new words formed on graphemic bases

Materials Needed

Pocket chart
 Word cards for *can*, *see*, *loves*, *here*
 "S" Box. Place in a shoe box nine objects, the names of six beginning with s, the names of three beginning with other consonants: for example, *soap*, *sock*, *salt*, *saucer*, *sand*, *soup can*; *glass*, *beads*, *nickel*
 Chart 18, the phonemic chart for /s/
 Lines on the chalkboard for printing

Using context
 clues to
 complete
 sentences

Word Meaning

Put the word cards for *can*, *see*, *loves*, and *here* in the pocket chart. Read the following sentences aloud, pausing a second at each blank space. After each sentence is read, ask a

child to go to the pocket chart and frame the word that will complete the sentence. Read the sentence again, putting the word the child has framed in the blank space, as the children listen to see if the word makes sense in the sentence.

1. It was so dark outside that Pat could not (see) Tiger.
2. Dogs are able to do many things that boys (can) do.
3. Curt helps Daddy because he (loves) him.
4. Please put your book down (here).
5. Mr. Mugs (loves) to play with Curt.
6. Some people wear glasses to help them to (see).
7. Did Pat come (here) with her mommy?
8. When (can) you come out to play?

Phonemic Analysis

A Reminder to the teacher. A *phoneme* is a language sound, which we indicate as /s/. A *grapheme* is a letter which represents a language sound, which we indicate as **s**, **S**. The correspondence of sound and letter is indicated as /s/s, **S**.

Place the "S" Box on your desk or a table.

"There are some interesting things in this box. Let's find out what they are.

"Lou, will you come and take one thing out of the box? What is it?"

"That's right. Hold it up so that everyone can see it. What is it again? Put it down beside the box.

"I wonder what else is in the box. Paul, will you come and take something out?"

Continue in the same manner until all the objects are out of the box.



Developing
auditory
perception of
initial /s/
Key word
"surprise"
Working with
the "S" Box

"Do you remember what Curt said when he saw a Mr. Mugs dog on TV?"

"Yes, he said 'A surprise!' Listen for the first sound you hear when I say *surprise* — *surprise*."

"Now you say *surprise*." Call upon various children to tell what they do with their tongues when they begin to say *surprise*. Check to be sure all the children are producing the sound correctly.

Hold up three objects from the "S" Box — soap, sock, saucer — and have the children name them.

Repeat the three words and ask, "What do you notice about these words? Listen again."

This time add *surprise* to the beginning — "*Surprise, soap, sock, saucer*. Now do you notice something about these words? Yes, they all begin like *surprise*."

Put the three items back down on the desk. Separate them so that they are not all in one place.

"Elizabeth, will you come and pick up one of the things on the desk? What is it?"

"Yes, it's salt. Does *salt* begin like *surprise*? Everyone, does *salt* begin like *surprise*? Yes, *salt* begins like *surprise*. Put the salt down on the other side of the box, Elizabeth.

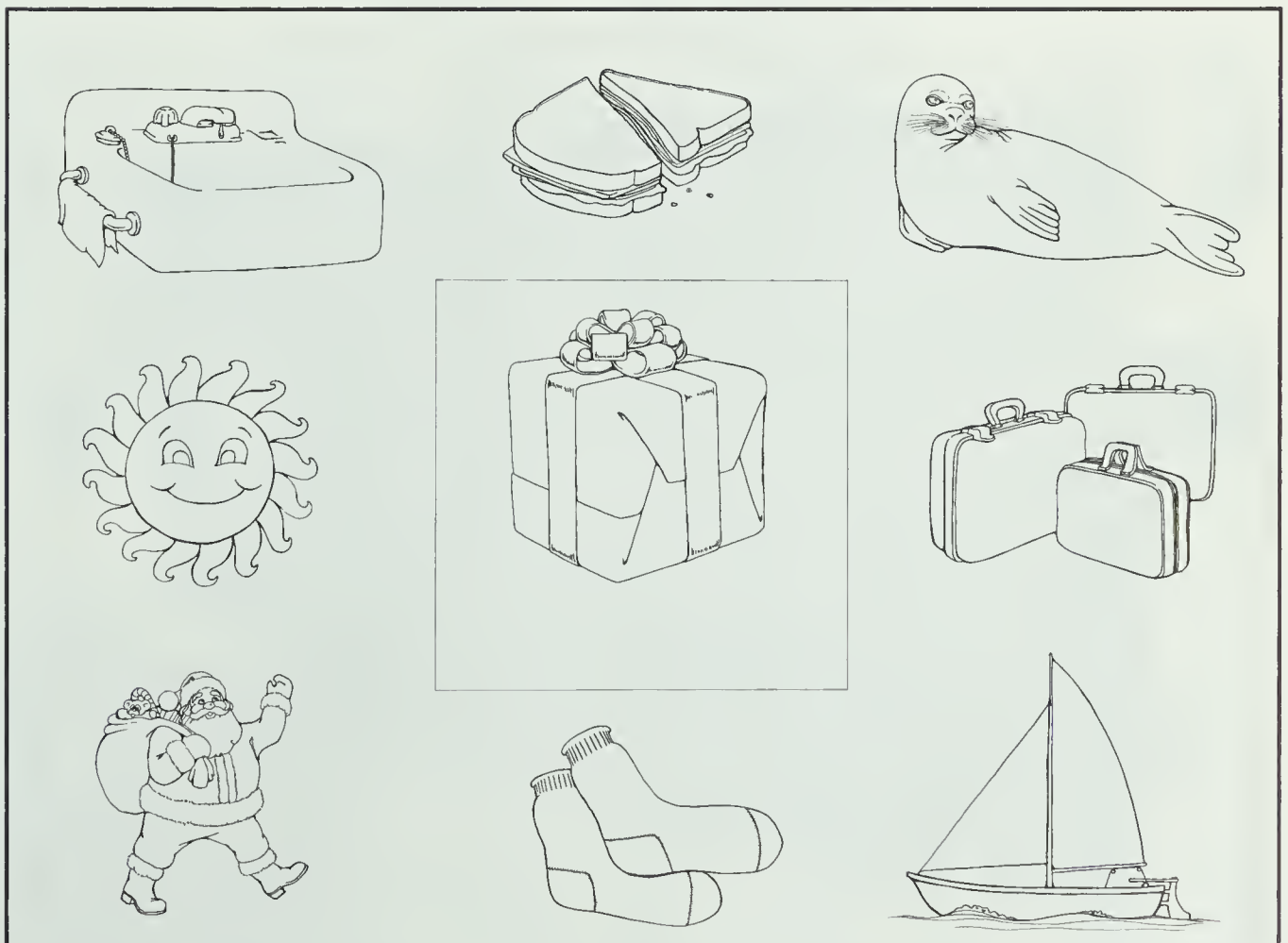
"Carl, will you come and pick up one of the things on the desk? What is it?"

"Yes, it's a nickel. Does *nickel* begin like *surprise*? Everyone, does *nickel* begin like *surprise*? No, *nickel* does not begin like *surprise*. Put the nickel in the box, Carl."

Continue in the same manner until all the "s" items are on the desk and the others are in the box. Then pick up each item on the desk in turn. Say its name and have the pupils verify the fact that it begins like *surprise*. Then put the item in the box.

Display Chart 18, the phonemic chart for initial /s/. Check the pupils' recognition and understanding of the pictures by giving definitions such as the following. In responding, the child should go to the chart, point to the picture, and say the name of the pictured object.

Matching
definitions
and pictures



It is something you might have for lunch.
 It shines in the sky on bright days.
 You pack your clothes in them when you go on a trip.
 He brings presents to girls and boys at Christmas.
 You can ride on the water in it.
 You wash the dishes at it.
 You wear these on your feet.
 It swims in the water. It has flippers. Sometimes in a show you see it balance a ball on its nose.
 It is something we all like to get.

When the pictures have all been identified in response to the definitions, point to each picture in turn and ask:

"Kevin, what is the name of this picture? Yes, it's a sink. Does *sink* begin like *surprise*?"
 Etc.

When the pictured objects have all been named, say all the names again and lead the children to perceive that all the items pictured on the chart begin like *surprise*.

Listening
 to note initial
 sounds in
 pupils' names

If there are children in the group whose names begin with *s*, ask all those whose names begin like *surprise* to stand up. Let each child say her or his name, as the others listen to see if it really does begin like *surprise*. If some pupils have names beginning with */s/C*, such as *Cecil* and *Cindy*, or with a consonant cluster, such as *Stephen* or *Stephanie*, accept them without comment. It is the *sound* that is important in this instance, not the spelling. Ask the pupils to suggest other names that begin like *surprise*.

Using context
 and phonemic clues
 to complete
 sentences

Read the following incomplete sentences, one at a time, and let the pupils supply a word to complete each one. Tell them that the word must begin like *surprise*. The answers given are suggestions only; accept any correct responses.

I am thinking of the number _____. (six, seven)
 I know a girl named _____. (Susan, Sally)
 You cut paper with _____. (scissors)
 For lunch I like a bowl of hot _____. (soup)
 Plants grow from _____. (seeds)
 Paul likes pancakes and maple _____. (syrup)
 We like to sing a happy _____. (song)

Listening
 for /s/ sounds
 in a poem

Read the following verses to the pupils as they listen for the */s/* sounds.

Eency, weency spider
 Went up the water spout.
 Down came the rain and
 Washed the spider out.

Out came the sun and
 Dried up all the rain,
 And eency, weency spider
 Went up the spout again.

Traditional

When you have read the verses to the children, ask how many words they remember with the */s/* sound. The children might enjoy singing these verses. The music is given on page 159 in *The First Grade Book, Enlarged Edition*, by Lilla Belle Pitts and others. (Ginn)

Beginning
 chalkboard
 dictation

This is an important step, in which a group of children are asked to go to a lined board and print the first letter of words which are dictated to them.

It will help greatly if your chalkboard is lined and partitioned in such a manner that the pupils know exactly where to go to write. The lines will also enable you to demand their best printing performance. Pencil crayon, china marker, or magic marker may be used for lining the board.

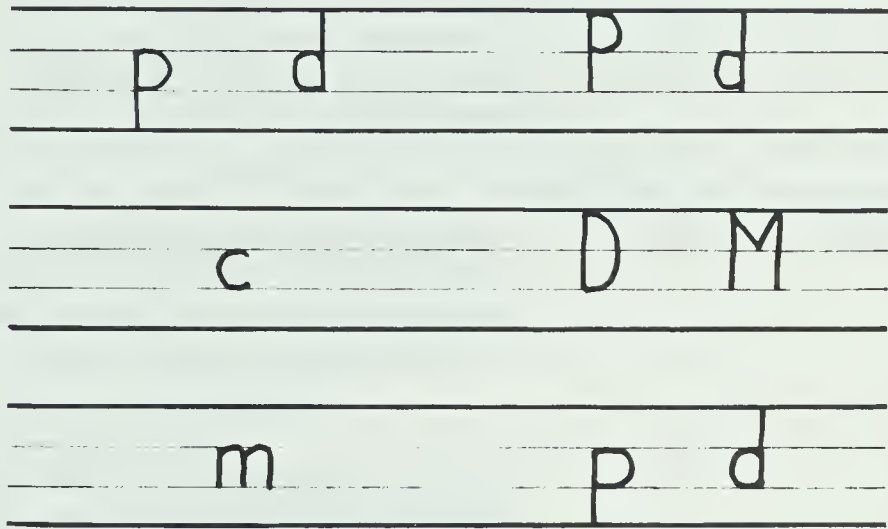
As you dictate the words, insist that the pupils stand at their designated board places *facing* you. If they watch your lips while you say the words, they have a much better chance of hearing the words correctly.

Dictate each word in a sentence, being careful not to prolong the beginning sound or distort the pronunciation in any way.

"I like to play with my dog — dog." Always repeat the word to be printed.

As an added check, have the pupils repeat the word. After all, if the child has not heard the word correctly, he will not be able to print the first letter.

When you are sure all the children have heard the word, ask them to turn to the board, say the word again, and print the first letter — the letter that stands for the first sound they hear in the word. Teach them to put a dash beside each letter they print, to indicate that there is more to the word than the first letter. Remind them that if a word is a name, the first letter will be a capital letter. As the children print, note those who are producing proper letter formation and those who are not. Plan to give the latter further teaching and practice. If a child has problems in knowing which letter to print, link back to the key word: for example, *Peanuts* begins like *Pat*.



If there are too many children to take dictation all at one time, divide them into groups. To each group dictate words beginning with the same consonants — *Set 1*, below, is for the first group, *Set 2* is for the second group, etc. As one group takes dictation at the board, give the children at their seats lined sheets of paper and have them print the first letter of each dictated word too.

Erasure is a good reinforcement technique. When the children at the board have finished printing the letters, have them erase them in response to such instructions as:

"Erase the letter that begins the word *dig*; that begins the name *Pat*; that begins the word *monkey*; etc." (The children at their seats may be asked to cross the letters out in response to these directions.)

For this first lesson, use the following sets of sentences:

Set 1

Tiger is a pet — pet.
I like to play with my dog — dog.
Here comes Mr. Mugs — comes.
See my jet — my.

Set 2

We gave some peanuts to the elephant — peanuts.
Jean likes jelly doughnuts — doughnuts.
Daddy bought Mommy a box of candy — candy.
I drink milk with my lunch — milk.

Set 3

Our dog has four puppies — puppies.
Most girls like to play with dolls — dolls.
Joe has a new coat — coat.
My brother saved enough money to buy a bike — money.

Set 4

Let's play in the park — park.
I have to go to the dentist after school — dentist.
Jenny had a bad cold last week — cold.
The baby nearly ate one of my mud pies — mud.

Additional practice in auditory perception of initial consonant sounds is provided in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," on page 214.

Reinforcement is given in "Alternate Strategies" — "Put on a Happy Face," page 215.

Structural Analysis

To check the pupils' ability to read words formed by adding different consonants to known graphemic bases, use the following story.

Tell the first part of the story:

"One day Daddy was going to cook supper. It was going to be a surprise for Mommy."

Print the next part of the story on the chalkboard and have the children read it. If there are difficulties with the words *met* and *pan*, work with the basic words *pet* and *can*.

Daddy met Curt.
"Look, Curt.
See, here is a pan.
I can surprise Mommy."

"They were having a visitor for supper. He was Curt's uncle. Who can tell us his name? It begins like *Daddy* and rhymes with *can*. Yes, it's Uncle Dan." Print *Dan* on the board.

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness
Extending sentence awareness to written material
Discriminating between telling and asking sentences
Recognizing capital and small-letter forms

Sentence Awareness

“What do we have to be sure of when we tell someone something or ask someone something?”

“Yes, we have to be sure to tell or ask the whole thing, so that the other person will know what we mean. I’m going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not.”

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

I like to watch. . . .
Curt saw a Mr. Mugs dog on TV.
Mommy and Daddy were. . . .
Was Mr. Mugs. . . ?
How did Mr. Mugs feel?
Do dogs really enjoy watching TV?

“Now I’m going to write something and leave a word out. Here’s the first one.”
Print on the chalkboard:

Here comes

“Read this with your eyes only.” Sweep your hand under the incomplete sentence. As the pupils read silently, read the words aloud to them, ending with an unfinished intonation of the voice.

“Is this finished? Why not?”

“That’s right. It isn’t finished because it doesn’t tell *who* or *what* is coming. It doesn’t tell the whole thing. Can anyone tell us who or what might be coming?”

“Mr. Mugs? Let’s put *Mr. Mugs* at the end, to see if it finishes the sentence.” Add *Mr. Mugs* to the sentence.

Here comes Mr. Mugs

“Read this with your eyes only.” Sweep your hand under the sentence. As the children read silently, read the sentence aloud to them, ending with a finished inflection.

“Is it finished now? Does it make sense? Yes, it is finished. It tells the whole thing. And it makes sense because it really might be Mr. Mugs who is coming.

“This sentence tells us something. What should I put at the end, to show that it is finished? That’s right. I should put a period at the end.” Put the period at the end of the sentence.

Here comes Mr. Mugs.

Ask several children to read the completed sentence.
Continue in the same manner with:

Mr. Mugs can see a
Pat can surprise

Tell the children the following story.

“When Curt saw the Mr. Mugs dog on TV, he said,

*Discriminating
between complete
and incomplete
sentences and
questions;
completing
sentences and
questions*

*Reading to
complete
sentences*

*Discriminating
between telling
and asking
sentences*

I can see a Mr. Mugs dog. (*Print on the board.*)

"Mommy laughed and said,

Can Mr. Mugs see it? (*Print on the board.*)

"Curt looked at his pet. Mr. Mugs was looking at the TV dog in a surprised way. Curt said,

Mr. Mugs can see it. (*Print on the board.*)

Daddy said,

Can a TV dog see Mr. Mugs? (*Print on the board.*)

"This was such a funny idea that they all laughed and laughed."

Point to the first sentence on the chalkboard and have a pupil read it. Ask, "Is this a telling sentence or an asking sentence? How do you know?"

Proceed in the same manner with the other three sentences. If the pupil hesitates over *TV* in the fourth sentence, tell him or her what it is. It is likely that most of the pupils are quite familiar with the letters *TV* from seeing them on *TV Guide* and other television guides and magazines.

Sentence awareness is involved in "Decoding Skills: Using Context Clues" and in "Initial Writing: Building Sentences."

Alphabet Skills

Discuss with the pupils the capitalized and small-letter forms — See, see.

Place the following exercise on the chalkboard. Have pupils come to the board in turn, read a word in the first column, look for its "partner" in the second column, and draw a line between the two words. When all the words have been linked, have the "partners" crossed out. As each pair is crossed out, have the child say the word again.

1	2	1	2
Loves	dog	see	it
is	see	here	Can
Dog	loves	can	Here
can	Is	It	See
See	my	Here	can
My	Can	Can	here

Further recognition of the two forms is involved in "Alternate Strategies" — "Bright Bird and Daffy Duck," page 216.

Skills Involved in Other Strands of the Lesson Plan

Capitalization of names is mentioned in "Decoding Skills: Chalkboard Dictation." The use of capitals at the beginning of sentences is involved in "Initial Writing: Building Sentences."

This is involved in reading the sentences in "Sentence Awareness" above, and in "Initial Writing: Building Sentences."

The use of the period is mentioned in "Sentence Awareness" above, and the use of periods and questions marks is involved in "Initial Writing: Building Sentences."

In "Concept Development," as in previous lessons.

Recognition is strengthened in "Concept Development: Presenting the New Words" by having pupils frame words, and in "Alternate Strategies" — "Configuration," on page 215.

INITIAL WRITING

Objectives

Giving individual story dictations

Building telling and asking sentences

Materials Needed



- Writing My Own Reader
- Word banks
- Word cards for see (new); for Curt, can/Can, a, surprise, Pat, Tiger, dog, Daddy (from word banks)
- Punctuation cards for the period and the question mark (from word banks)
- Rebus cards for cat and bird (from word banks)
- A strip of black paper for each child

Composing Stories

Remember to take some story dictations. Don't forget to fill in the table of contents each time a new story is added to each book.

Building Sentences

Have the children find the following cards in their word banks:

Curt	Tiger	a	•	
can	surprise	dog	?	

Distribute the new cards for:

see

Using the procedure established in Lesson 9, page 142, have the children build the following sentences, one at a time.


Using Models

Curt can see a surprise.
Pat can see Tiger.

From Dictation

Daddy can see Pat.
Tiger can see a dog.

Using Models

Can a dog see?
Can a  see?

From Dictation

Can Pat see a surprise?
Can a  see?

When the sentences have all been built, let the children try building sentences of their own devising, using the new card and any of the cards in their word banks. Remind them to work from left to right, to make sure their sentences begin with a capital letter, and use periods and question marks in the proper places.

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

SEAT WORK

Mr. Mugs Book

Page 62. Auditory Discrimination/ Phonemic Analysis of Initial Consonants *p*, *c*, *m*, and *d*/ Word Recognition. Printing the letter that stands for the beginning sound of names of pictured objects. Circling the word *see*.

Page 63. Auditory Discrimination of Initial Phoneme /s/. Coloring pictures of objects whose names begin like *surprise*.

Spirit Duplication Masters/ Self-Help Activities

Page 32. Auditory Discrimination of Initial Phoneme /s/. Coloring pictures of objects whose names begin like *surprise*.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words

Practicing auditory perception of initial /s/ and other phonemes previously presented

Recognizing capital and small-letter forms

Word
Recognition

Spin a Word

Objective

Recognizing vocabulary words

Number of Players

One or two

Materials Needed

A round cardboard wheel with vocabulary words printed around the edge and a spinning hand attached in the center



Procedure

The child spins the hand and says the word to which the hand points.

Variations

1. The pupil may be asked to use the word indicated by the spinning hand in a sentence.
2. The child may be asked to give a rhyming word for the word indicated by the spinning hand.

Configuration

Objective

Noting the shape of the new word

Procedure

Print see several times on the chalkboard and have pupils draw a "frame" around it.

see

What Did You See?

Objectives

Recognizing vocabulary words
Developing visual memory of words

Number of Players

One, for those having serious difficulty in recognizing words; two or three, for those just needing extra practice

Materials Needed

Word cards for *see*, *bee*, *wee*, *set*
Similar sets of cards for other vocabulary words needing reinforcement

Procedure

Hold up the word card for *see*. Say the word and continue to display it for a few seconds. Then put it with the other cards containing words of similar appearance, and line the four cards up on the chalk ledge or on a table.

wee see set bee

Have a pupil identify the word that was displayed.
Continue in the same manner with the other words needing reinforcement.

Put on a Happy Face

(*Mr. Mugs Games*)

Objective

Practicing auditory perception of initial /s/ and other phonemes previously presented

Number of Players

Two or three

Word
Recognition

Word
Recognition

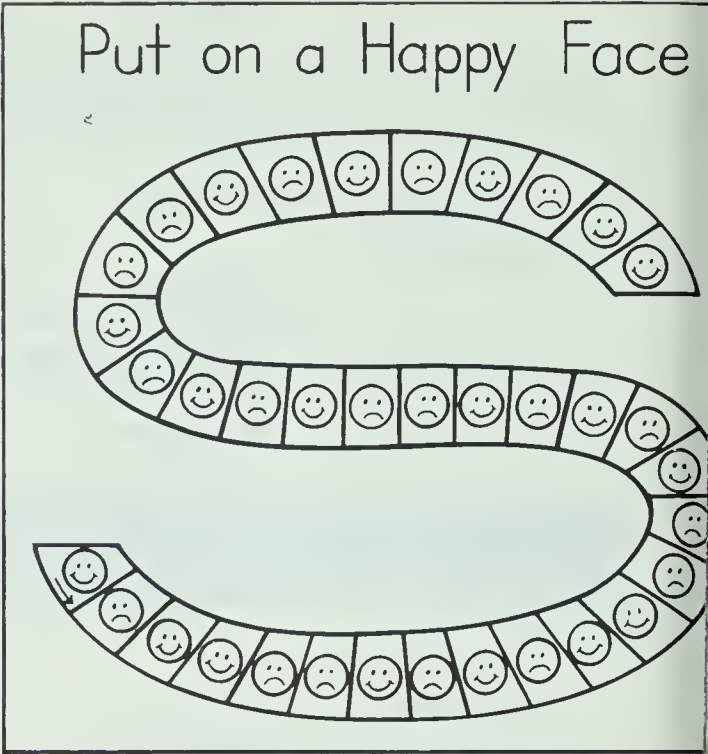
Decoding
Skills:
Phonemic
Analysis

Materials Needed

An S board, marked off into 36 spaces, each with a happy or a sad face on it
A set of 20 picture cards — 16 “s” pictures, and 1 each of “p”, “c”, “m”, and “d” pictures
Markers, one for each child
One die

Procedure

Taking turns, the players roll the die and move their markers the indicated number of spaces on the board. If the player lands on a happy face, he or she may select a card from the pile and indicate the beginning sound of the pictured object, either by naming the letter which represents that sound, or by linking it with the key word (begins like *surprise*). If the player is correct, he or she may keep the card. If the marker lands on a sad face, the player may not select a card. The one with the most cards at the end of the game is the winner.



Language
Development:
Alphabet Skills

Bright Bird and Daffy Duck

(Mr. Mugs Games)

Objective

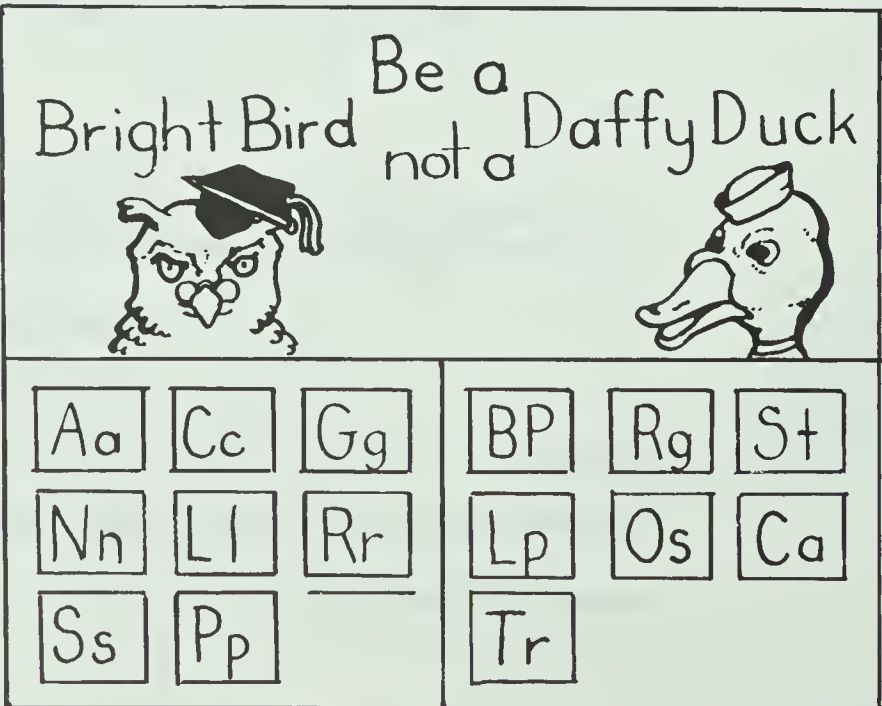
Identifying capital and small-letter forms

Number of Players

Two

Materials Needed

A game board
A set of cards, some with matching capital and small letters, some with mismatched capital and small letters.

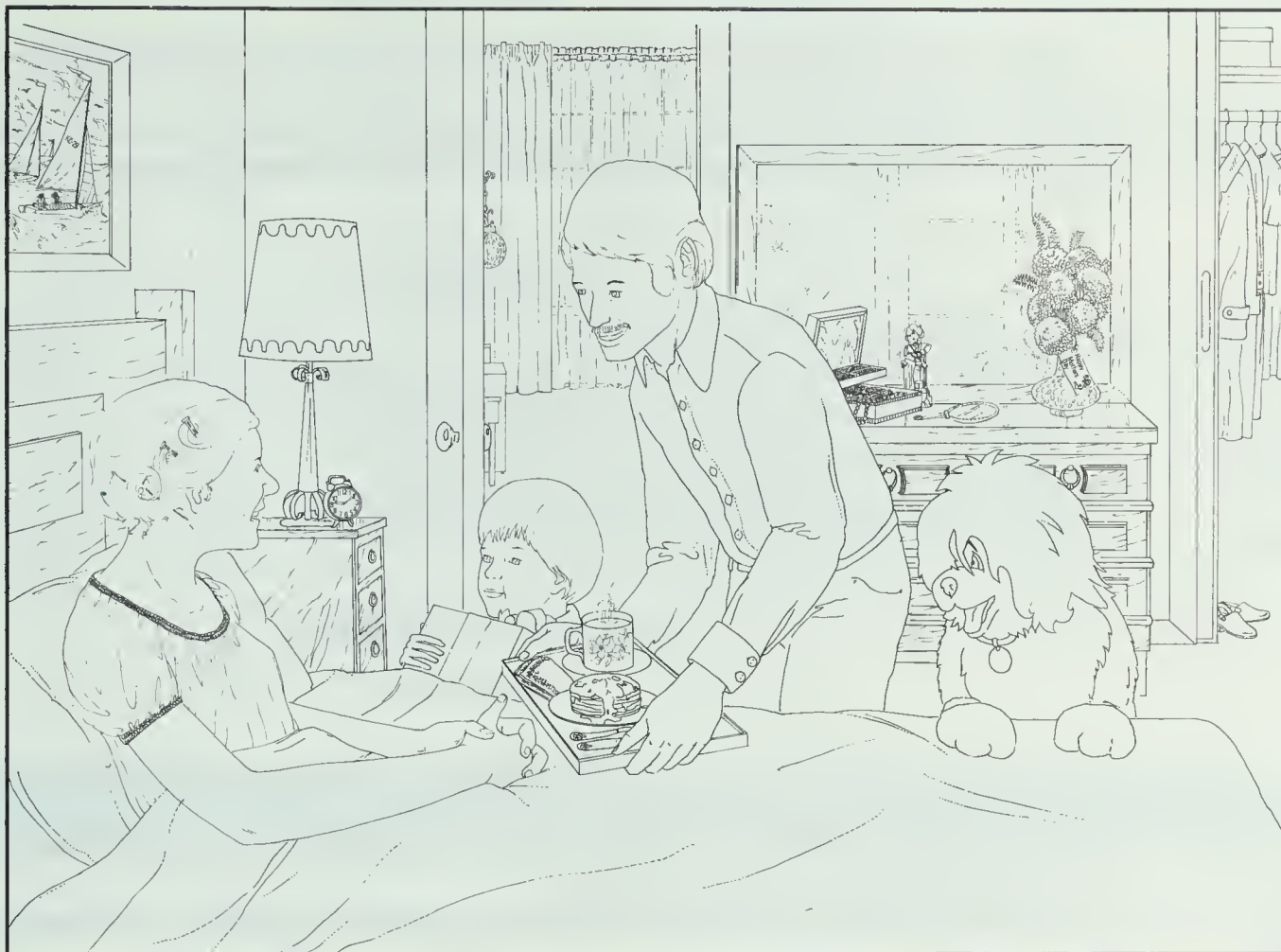


Procedure

All of the cards are spread face up on a table. The player examines them and sorts them into the correct categories — matched or unmatched. Matched letters go under “Bright Bird” on the board. Unmatched letters go under “Daffy Duck.”

CONCEPT DEVELOPMENT		
Developing The Theme	Developing Sight Vocabulary	Readiness Reinforcement
<div><div>★Listening to a poem to enjoy its rhythm</div><div>Developing facility in oral expression</div><div>Interpreting a pictured situation and details</div></div>	<div>Recognizing the new words—<i>thank you, for</i></div> <div>Reading chalkboard sentences</div> <div>Completing sentences</div>	<div>Developing awareness of emotions</div> <div>★Thinking of synonyms for <i>happy</i></div> <div>Recognizing the color yellow</div>
Integrative Options	Decoding Skills	Language Development
<div><div>★Developing awareness of directions and how to follow them—making pancakes</div><div>Value Arts—painting</div><div>★Manipulative Activity—stringing beads</div><div>★Physical Education—developing visual motor perception</div><div>Drama—developing personal imagination stimulated by sound</div><div>Books—looking at and listening to story books</div></div>	<div>Using context clues—listening and reading to supply missing words</div> <div>Listening to supply rhyming words</div> <div>Playing a rhyming game</div> <div>★Developing the phoneme-grapheme correspondence /s/ s, S</div> <div>Listening for initial sounds</div> <div><i>My Sound and Letter Book</i>—pasting in and drawing “s” pictures; printing s and S</div> <div>Using graphemic bases <i>at</i> and <i>et</i> to form new words</div> <div>Using flipcards</div>	<div>Developing sentence awareness</div> <div>Reading to complete sentences</div> <div>Noting capitalized and small-letter forms</div> <div>Using and noting capitalization</div> <div>Using and noting left-right progression</div> <div>Using periods and question marks</div> <div>Using language</div> <div>Noting words as units</div>
Initial Writing	Seat Work	Alternate Strategies
<div><div>Giving individual story dictations</div><div>Building sentences, using models</div><div>Using capitalization and punctuation in sentences</div><div>★Learning to print s, S</div></div>	<div><i>Mr. Mugs Book</i>: pages 64, 65—recognizing vocabulary words</div> <div>pages 66, 69—printing; practicing auditory discrimination of /s/; practicing phonemic analysis of s</div> <div>pages 70, 71—practicing auditory discrimination of /p/, /k/, /m/, /d/, /s/; practicing phonemic analysis of <i>p, c, m, d, s</i></div> <div><i>Spirit Duplication Masters/Self-Help Activities</i>:</div> <div>page 33—printing s, S</div> <div>pages 34, 35—practicing auditory discrimination of /p/, /k/, /m/, /d/,</div>	<div>Practicing auditory perception of /s/</div> <div>Practicing phonemic analysis of s</div> <div>Using rhyming skills</div>
Literary Appreciation Skills	Comprehension:-	Listening
	Literal Critical Creative	
<div><div>★Listening to a poem to enjoy rhythm</div><div>Listening to supplementary story books</div><div>Listening to a poem to supply rhyming words</div><div>Giving individual story dictations</div></div>	<div>Conjecturing</div> <div>Noting and recalling details</div> <div>Drawing inferences</div> <div>Inferring feelings</div> <div>Drawing inferences based on experience</div> <div>Guessing</div> <div>Using context clues to complete sentences</div> <div>Checking pupil-completed sentences for sense</div> <div>Reading words formed on graphemic bases</div>	<div>Listening to a poem for enjoyment</div> <div>Listening to a poem to note its rhythm</div> <div>Listening attentively in discussions</div> <div>Listening to directions in a recipe</div> <div>Listening to follow directions</div> <div>Listening to interpret sounds</div> <div>Listening to a story</div> <div>Listening to interpret music</div> <div>Listening to supplementary books</div> <div>Listening to complete and check sentences</div> <div>Listening to a poem to supply rhyming words</div> <div>Listening to play rhyming game</div> <div>Listening to detect initial sounds</div> <div>Listening to build dictated sentences</div>

★Initial Teaching of Skill



CONCEPT DEVELOPMENT

Objectives

Listening to a poem to enjoy its rhythm
 Developing facility in oral expression
 Interpreting a pictured situation and details
 Recognizing the new words *thank you* and *for*
 Extending the concept of emotions
 Recognizing the color yellow

Materials Needed

Chart 19, or *Mr. Mugs*, page 30
 An assortment of objects, most of them yellow and a few of other colors
 Pictures featuring yellow objects, plus a few featuring objects of other colors
 A yellow cloth

Introducing the Theme

Read the following poem to the children without introduction.

At Home

Mix a pancake,
 Stir a pancake,
 Pop it in the pan;

*Listening;
 enjoying rhythm*

Fry the pancake,
Toss the pancake, —
Catch it if you can.
Christina Rossetti

Read the poem a second time, exaggerating the rhythm. Then read it a third time, letting the children clap to the rhythm.

*Discussing
pancakes*

Ask the children if pancakes are a special treat at their house. If not, explain that they are a treat in many places and ask what special days they can think of when this treat might be made.

Presenting the Chart

*Discussing
Chart 19
Conjecturing
Noting details
Inferring
Inferring
feelings*

"Mommy is having this treat today."
Present the chart to the children and develop it by asking:
"What special day do you think it is for Mommy? Why?"
"What are Curt and Daddy and Mr. Mugs doing for her?"
"What time do you think it is? How do you know?"
"How do you think Mommy feels about the special treat?"
"Why do you think her family is doing this?"

Presenting the New Words

New Words

thank you for

*Inferring from
experience
Meeting the new
words in context*

"What do you think Mommy will say to Curt when she gets her present? What will she say to Daddy? What will she say to Mr. Mugs?"

Place the children's answers on the chalkboard. See that all the sentences below are included.

Thank you for my surprise.
Thank you, Daddy.
Thank you, Curt.
Thank you, Mr. Mugs.

*Completing
sentences*

Point to each of the above sentences in turn and have a pupil read it.
Place the following incomplete sentence on the board:

Thank you for _____.

Allow some pupils to read the phrase and complete the sentence with something for which they would like to thank someone. Write the pupil's response in each time, to point up the fact that these sentence endings can be expressed in print as well as orally.

Further Discussion of the Chart Theme

Direct attention to chart 19 again.

"What do you think is in the present Curt is giving Mommy?"

"What else in the picture do you think is a present for Mommy? Who do you think gave her that one?"

"What might Mr. Mugs give Mommy? Why?"

"What kind of day do you think it is outside? What makes you think so?"

"What is the meal that Mommy is having called?"

"Where would Mommy hang her uniform?"

"What room is outside Mommy's bedroom? How do you know?" (Remind the children of the furnishings of the living room in the previous chart and have the recognizable items recalled. If necessary, bring out Chart 17 and have them compared.)

"Where do you think Curt's room is? Why? How many floors do you think Curt's house has? Why do you think so?"

*Noting and
recalling details*

*Inferring from
experience*

Readiness Reinforcement

Concepts

Emotions

The color yellow

Chart 19

"Look at the picture again. How does Mommy feel?"

"You know, there are some other good words that mean the same as *happy*. We could say Mommy is delighted. We could say she is thrilled. Can anyone think of other words we could use?"

"What color is the ribbon on Curt's present for Mommy?"

"What other yellow things can you find in the picture?"

"Is anyone here wearing something yellow today? Stand up and let us see it."

Recognizing
yellow

Take the pupils to the learning center to see a display which has been set up in advance. The display should contain mostly yellow objects and a few that are not yellow. These should be displayed attractively, using books and boxes to provide different levels, and covering them with a yellow cloth. Have the pupils identify and remove those items which are not yellow. Then impress on them that the display is now a yellow center.

Making a
yellow chart

Have available a number of pictures which depict yellow objects and a few that depict objects of other colors. Hold up each picture in turn and call upon a child to identify the pictured object and tell its color. If the pictured item is yellow, let the child stick the picture on a chart. When all the yellow pictures are in place, print the word *yellow* on the chart. Display the chart in a prominent place for easy reference.

INTEGRATIVE OPTIONS

Developing
awareness of
directions
and how to
follow them



Physical
Education

Making Pancakes. If possible, surprise your pupils by making pancakes in the classroom. You will need an electric frypan, pancake mix, milk, butter or shortening, syrup, a mixing bowl, a spoon, a measuring cup, paper plates, and forks.

Show the package of pancake mix to the children and point out that the directions for making the pancakes are given on the package. Read the directions to the pupils.

"Now let's read the directions again, to see what goes into pancakes."

Read the ingredients aloud. As you read, list the items on the board and sketch a picture beside each one to show the children what it is.

Proceed in the same way with the items needed to prepare and fry the pancakes.

"What are we going to need to eat the pancakes when they are cooked?" Elicit plates, forks, and syrup or sugar (less messy), and list these on the board as well, with a sketch beside each item.

When the lists are complete, bring everything out and let the children check with the lists to be sure nothing is missing. Then make the pancakes. As you do this, read each step of the directions aloud and do it, to show the pupils that directions should be followed carefully. When the pancakes are ready, ask:

"Now, who wants pancakes!"

Developing Visual Motor Perception. 1. Have the children bounce a ball in sequences:

- Two bounces and catch;
- Three bounces and catch;
- Four bounces and catch;
- Bounce, clap, and catch;
- Bounce, clap twice, and catch;
- Bounce, salute, and catch;
- Bounce, clap over and under the ball, and catch.

2. Have the children bounce the ball to the rhythm as you beat on a drum.

Painting. Ask the pupils to think of something they like that is yellow. Encourage them to paint pictures of these yellow things. Display the finished paintings near the “yellow” center.

Stringing Beads. Some pupils could profitably string beads according to a set pattern.



Drama

Developing Personal Imagination Stimulated by Sound. 1. Make various sounds and ask, “What does this sound remind you of?” Some sounds could be: tapping, snapping fingers, heavy footsteps, a clicking pattern made by the knuckles on a table to suggest galloping horses, breath sounds to suggest wind blowing through trees, light quick taps with the fingernails to indicate rain on a window, etc.

2. To extend the activity, read to the children a story such as “The Little Red Hen,” “The Three Bears,” “The Gingerbread Man.” As you read, let the children make appropriate sounds.

3. Play a record of instrumental music and have the children relate a story suggested by it.

Story Books

Books for Listening and Looking

You Ought to See Herbert's House, by Doris Herold Lund. Watts.

A little boy living in an ordinary house is impressed by Herbert's descriptions of his wonderful home. He decides to visit Herbert. Herbert, who actually lives in a very ordinary house, appeals to his mother for help. She makes everything right by serving chocolate cake and letting the two boys sleep in a tent in the yard.

Kisses and Fishes, by Liesl Moak Skorpen. Harper & Row.

A little girl thinks she is tired of her parents. Then she has a bad dream, in which she runs away and gets into a terrible predicament. She wakes up and realizes how glad she is to see her parents standing by her bed.

The Princess and the Froggie, by Harve and Kaethe Zemach. Farrar, Straus & Giroux.

Three delightful and funny stories with subtle hints on the amenities — the characters never fail to say “thank you” when necessary.

Films to Watch

The Five Senses. 4 mins., color. EBF

Listen Well Learn Well. 11 mins., b&w. CORF

DECODING SKILLS

Objectives

Using context clues

Supplying rhyming words

Developing the phoneme-grapheme correspondence /s/s, S

Forming new words using graphemic bases

Materials Needed

Chart 18, the phonemic chart for initial /s/

My Sound and Letter Book

Catalogues and magazines

Scissors

Paste

Flipcards

Word Meaning

Display Chart 18, the phonemic chart for initial /s/.

"I'm going to say some things to you. Every time I say something, I'm going to leave a word out, and I want you to tell me what that word might be. You'll find clues to help you in the pictures on this chart.

"Here's the first one." Read the following, making a marked pause where the word is omitted.

Mommy made egg _____ for the picnic.

"Look at the chart. Can you see a picture of something that Mommy might make to take on a picnic?"

"Sandwich? Listen to see if it makes sense in the sentence."

Mommy made egg sandwiches for the picnic.

"Does it make sense? Yes, it does make sense. People often make sandwiches to take on a picnic.

"Now try this one."

Continue in the same manner with:

Robbie likes to sail his _____ in the bathtub.

The _____ tans our skin in summer.

I've got a hole in the toe of my _____.

Put the dirty pan in the _____ to soak.

"Now try these. This time I'm going to *write* something and leave out a word." Print on the board:

Here is a

for Curt.

jet

see

Have the children read silently ("with your eyes only") as you sweep your hand below the words.

"Now, look at the two words at the right." Point to them.

Using context clues to complete sentences based on Chart 18

"One of these words will finish the sentence and make sense. Read the part on the board again. Which word will finish it?"

"Jet? Let's put *jet* in the sentence to see if it makes sense."

Here is a jet for Curt.

"Read it. Does it make sense? Yes, *jet* makes sense. Curt has a toy jet.

"Why couldn't we use see? Look." Print on the board:

Here is a see for Curt.

"Read this. Does it make sense? No, it doesn't make sense. See is not the name of something that might be for Curt. We couldn't use see because it wouldn't make sense."

Point to the correctly completed sentence and have several children read it.

Proceed in the same manner with:

Pat can	Tiger.	it
		see
Thank you for my		surprise
		comes

*Supplying
rhyming words*

Perceiving Rhyme

Read the following poem to the pupils and let them supply the rhyming word in each couplet. It may be necessary to do it two or three times. The last reading should be as a choral-speaking activity.

Seeing Things

One sunny day I took a hike.
I left behind my brand-new (bike).
My feet grew tired. I stopped to rest
Where shady trees make resting (best).
I stretched and looked up at the sky
Where birds were slowly soaring (by).
In the tall grass some ants I spied.
A cricket chirped close at my (side).
A squirrel high in a big oak tree
Was cracking nuts and scolding (me).
A spider her soft web had spun.
A toad caught insects with its (tongue).
If I but look, so much to see!
Come on and take a walk with (me).

Seth Harmon

Play a rhyming game with the pupils. Say the following lines to the pupils and let them supply the rhyming word in each case.

See, see! — What can you see?
I see a bee
Up in a (tree).

See, see! — What can you see?
I see a ball
Bouncing from a (wall).

See, see! — What can you see?
I see a cat
Sitting on a (mat).

See, see! — What can you see?
I see a dog
Behind a (log).

Phonemic Analysis

Developing
the phoneme-
grapheme
correspondence
/s/s,S

Step 1: Listening. (a) Say the following words: *surprise*, *see*, *sun*. Have the pupils observe that they sound alike at the beginning. Point to each picture on the phonemic chart in turn and ask children to name the pictured objects. Note that all the words begin like *surprise*. Elicit other words that begin like *surprise*.

(b) Read sentences similar to the following, and have the pupils listen for words beginning like *surprise*:

Mommy gave Sandra a sardine sandwich.
Sam saw some children playing in a sand pile.
See Sara's new sandals and socks.

(c) Say a number of words, some beginning with *s* and some beginning with other letters. Have the pupils distinguish which words begin like *surprise*: *soap*, *push*, *cap*, *socks*, *sun*, *salmon*.

Step 2: Saying. Say some words beginning like *surprise*. Have the pupils watch your mouth closely as you pronounce the initial consonant. Then check each pupil carefully as the children say the words after you. Ask them to tell what they do with their tongues when they start to say the words.

Step 3: Seeing. Ask three or four pupils whose names begin like *surprise* to stand and tell their names. (If there are not enough, ask pupils to suggest names.) As the names are given, write them on the board in a column.

Sally
Susan
Simon
Sammy

Have the pupils notice that they all *look alike* at the beginning and recall that they all begin with capital letters because they are names.

Print *surprise*, *see*, *sun* in a column on the chalkboard. Have the children notice that these words all look alike at the beginning.

Step 4: Printing. See "Initial Writing: Printing" on page 229.

s S

Adding to
My Sound and
Letter Book

Let the pupils devote two pages to the consonant *s*. Have them cut out pictures from catalogues or magazines and paste them into the book; or they may draw objects in the book if they prefer. Remind them that the name of each pictured object must begin with *s*. Ask them to print the letter under each picture, using capital *S* under some and small *s* under others.

Additional practice is provided in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," pages 229-230.

Reinforcement is given in "Alternate Strategies" — "Clear the Track," page 230, and "Spot the Leopard," pages 230-231, and "Build a Puzzle," page 231.

Structural Analysis

Forming new
words using
graphemic bases

Print the following words on the chalkboard:

Pat
mat
sat

Pronounce the words and ask, "Do all these words sound alike at the beginning?" (No) Say the words again, asking pupils to listen to the whole word, not just the beginning sound.

"These words do not sound alike at the beginning, but does the rest of *mat* and *sat* sound like the rest of *Pat*? Yes, these words do not sound alike at the beginning, but they do sound alike at the end. These are rhyming words."

Repeat the words as the children listen to hear if they rhyme.

"Now, let's take a good look at these words. Do they look alike at the beginning?" (No)
"Does the rest of *mat* and *sat* look like the rest of *Pat*?" (Yes)

Have a child come to the board and draw a line under the parts that are alike. Call upon a number of children to come to the board and pronounce each word, sweeping a hand from left to right under each word as it is read.

Proceed in the same manner with the following words:

pet
met
set

If the children tend to separate the initial sound when reading words, remind them that they are to say the whole word all at once. "You wouldn't say, 'Pat s-at down', would you? What would you say? Yes, you would say 'Pat sat down'. Always remember to say the whole word all at once when you are reading."

Remind the children that the new words they have made are real words that can be read. Print the following sentences on the board and have several children read each one. As they read, sweep your hand from left to right under the sentence.

It is a surprise mat for Mommy.
Mr. Mugs sat here.

Set it here.
Pat met my pet dog.



Ask children to come to the board and frame the new words *sat*, *set*, *met*, *mat*.
Give further practice using flipcards.

Pat
sat

pet
set

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness
Extending sentence awareness to written material
Recognizing capital and small-letter forms

Sentence Awareness

*Discriminating
between complete
and incomplete
sentences and
questions;
completing
sentences and
questions*

“What do we have to be sure of when we tell someone something or ask someone something?”

“Yes, we have to be sure to tell or ask the whole thing, so that the other person will know what we mean. I’m going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not.”

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

Mommy had breakfast in bed.
Daddy made Mommy some
Mommy said
Do you like maple . . . ?
Has Curt got a present for Mommy?
Does Mr. Mugs look . . . ?

*Reading to
complete
sentences*

“Now I’m going to write something and leave a word out. Here’s the first one.”
Print on the chalkboard:

It is a surprise for

“Read this with your eyes only.” Sweep your hand under the incomplete sentence. As the pupils read silently, read the words aloud to them, ending with an unfinished intonation of the voice.

“Is this finished? Why not?”

“That’s right. It isn’t finished because it doesn’t tell *who* the surprise is for. It doesn’t tell the whole thing. Can anyone tell us who might be getting the surprise?”

“Mommy? Let’s put *Mommy* at the end, to see if it finishes the sentence.” Add *Mommy* to the sentence.

It is a surprise for Mommy

“Read this with your eyes only.” Sweep your hand under the sentence. As the children read silently, read the sentence aloud to them, ending with a finished inflection.

“Is it finished now? Does it make sense? Yes, it is finished. It tells the whole thing. And it makes sense because the surprise really could be for Mommy.

“This sentence tells us something. What should I put at the end, to show that it is finished? That’s right. I should put a period at the end.” Put the period at the end of the sentence.

It is a surprise for Mommy.

Ask several children to read the completed sentence.

Continue in the same manner with:

Thank you for my
Daddy loves

Sentence awareness is involved in “Concept Development: Presenting the New Words,” in “Decoding Skills: Using Context Clues,” and in “Initial Writing: Building Sentences.”

Alphabet Skills

Recognizing
capitals and
small letters

Discuss with the pupils the capitalized and small-letter forms — *Thank You For, thank you for.*

Recognition of the two forms is strengthened in “Decoding Skills: Phonemic Analysis” and in “Initial Writing: Printing.”

Skills Involved in Other Strands of the Lesson Plan

Capitalizing
names and
sentences

Capitalization of names is mentioned in “Decoding Skills: Phonemic Analysis” and in “Initial Writing: Printing.” Using capital letters at the beginning of sentences is involved in “Initial Writing: Building Sentences.”

Noting left-right
progression

This is involved in “Decoding Skills: Using Context Clues” and “Structural Analysis,” and in “Initial Writing: Building Sentences.”

Using periods
and question marks

The period is mentioned in “Sentence Awareness” above and periods and question marks are used in “Initial Writing: Building Sentences.”

Using language

In “Concept Development,” as in previous lessons.

INITIAL WRITING

Objectives

Giving individual story dictations
Building sentences
Learning to print *s* and *S*

Materials Needed

Writing My Own Reader

Word banks

Word cards for *Thank, you, and for* (new); for *a, surprise, Mr. Mugs, pet, dog, jet, Mommy, and Daddy* (from word banks)

Punctuation card for the period (from word banks)

Rebus cards for *bird* and *cat* (from word banks)

A strip of black paper for each child

Lines on the chalkboard for printing

Spirit Duplication Masters or Self-Help Activities, page 33

Composing Stories

Writing
My Own Reader

Remember to take some story dictations today. Don’t forget to read some of the stories in the dictation books to the group. It will serve to strengthen motivation.

If feasible, this might be a good time to arrange for some peer reading. Set aside ten minutes or more and invite children from higher levels to come in and read the stories with individuals or small groups.

Building Sentences

Getting the
cards ready

Ask the children to find the cards for the following in their word banks:

a
surprise
Mr. Mugs

pet
dog
jet

Mommy
Daddy
•



Distribute the new cards for:

Thank you for

*Building
telling
sentences*


Using the procedure established in Lesson 9, page 142, have the pupils build the following sentences, one at a time.


Using Models

Thank you for a surprise.
Thank you for Mr. Mugs.

From Dictation

Thank you for my pet dog.
Thank you for a jet.
Thank you Mommy.
Thank you Daddy.

Thank you for my  •

Thank you for my  •

When the sentences have all been built, let the children try building sentences of their own devising, using the new cards and any of the cards in their word banks. Remind them to work from left to right, to make sure their sentences begin with a capital letter, and to use periods and question marks in the proper places.

Tidying up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

Printing

*Learning to
print S and s*

Teach the pupils how to print the capital and small-letter forms of S, s, beginning with the small letter and then going on to the capital. To do this, follow the procedure established in Lesson 7, on pages 107-109.

When the pupils have shown that they can print the letter correctly on the board, let them practice on their own, using page 33 of the *Spirit Supplication Masters* or *Self-Help Activities*.

Further practice is provided in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," below.

Reinforcement is provided in "Alternate Strategies," "Build a Puzzle," page 231.

SEAT WORK

Mr. Mugs Book

- Page 64. Word Recognition. Drawing pictures to illustrate sentences.
- Page 65. Word Recognition. Matching sentences and pictures.
- Page 66. Printing/ Auditory Discrimination/ Phonemic Analysis of Initial Consonant s. Tracing letters; joining dots to form letters; using starting points to print letters. Cutting out pictures whose names begin with s and pasting them in correct position.
- Page 69. Printing/ Auditory Discrimination of Initial Phoneme /s/. Tracing letters; joining dots to form letters; using starting points to print letters. Drawing "s" pictures.
- Page 70. Auditory Discrimination/ Phonemic Analysis of Initial Consonants d and s. Printing the letter that stands for the beginning sound of the name of an object.
- Page 71. Auditory Discrimination/ Phonemic Analysis of Initial p, c, m, and d. Circling the letter that stands for the beginning sound of the name of pictured objects.

Spirit Duplication Masters/ Self-Help Activities

- Page 33. Printing. Tracing s and S; joining dots to form letters; using starting points to print letters.
- Page 34. Auditory Discrimination/ Phonemic Analysis of Initial p, c, m, d, and s/ Printing. Circling the letter that stands for the beginning sound of the name of pictured objects. Tracing letters; joining dots to form letters; using starting points to print letters.
- Page 35. Auditory Discrimination/ Phonemic Analysis of Initial p, c, m, d, and s. Circling the letter that stands for the beginning sound of the name of the pictured objects. Printing p, c, m, d, s.

ALTERNATE STRATEGIES

Objectives

Practicing auditory and visual discrimination of initial /s/s and other beginning sounds and letters

Matching rhyming words

Decoding
Skills:
Phonemic
Analysis

Clear the Track

(Mr. Mugs Games)

Objective

Practicing auditory and visual discrimination of initial /s/

Procedure

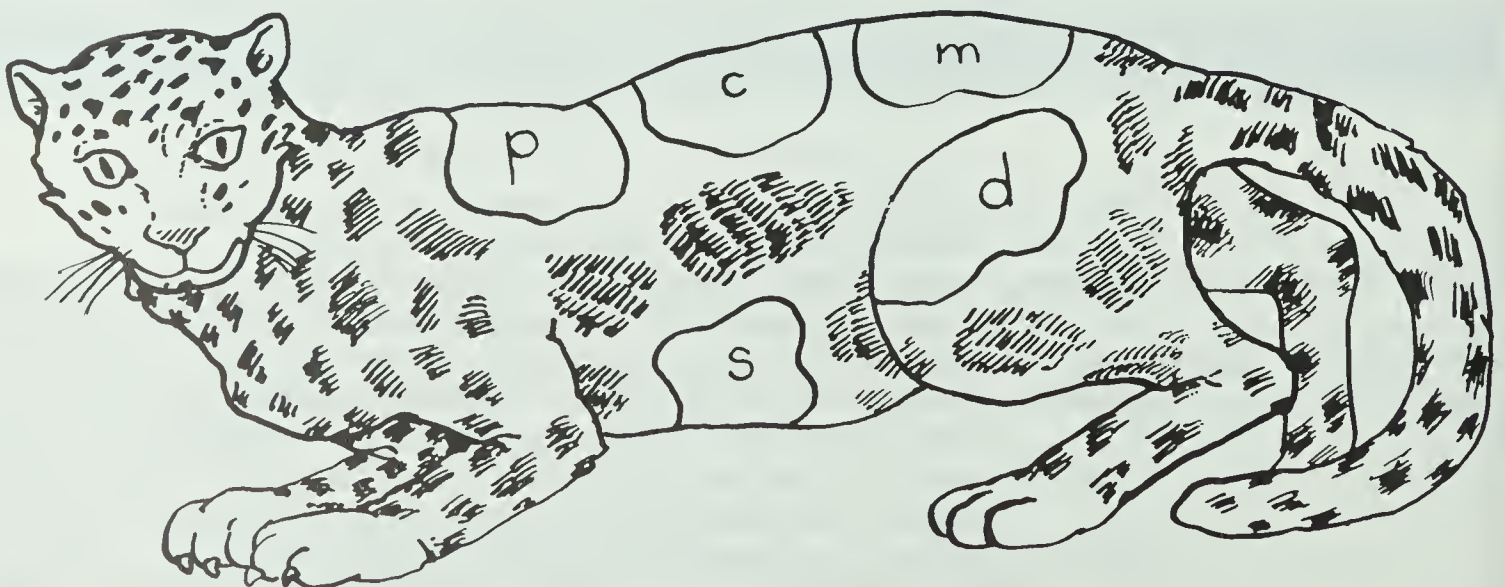
Adapt the game "Clear the Track," which appears in Lesson 7 on page 112, to provide reinforcement of auditory discrimination of initial /s/. The greatest number of cards will need to have pictures of objects whose names begin with s and the letter "s" on the back of each of these cards.

Spot the Leopard

Objective

Practicing auditory and visual discrimination of initial sounds and letters

Decoding
Skills:
Phonemic
Analysis



Number of Players

Two

Materials Needed

A bristolboard leopard with consonant letters printed on its spots

Picture cards depicting objects whose names begin with *p*, *c*, *m*, *d*, and *s*. There will need to be five or six cards for each consonant.

Procedure

Taking turns, the children each choose a card from the pile placed face down on the table. The player says the word naming the picture and points to the "spot" that has the corresponding initial consonant. If the response is correct, the player retains the picture card. The winner is the player with the most picture cards.

Let's Play Cards

Let the pupils play the card game suggested on page 71.

Mitten Match

Objective

Matching rhyming words

Number of Players

One or two

Materials Needed

Ten pairs of mitten cards per player. The mitten cards should all be the same color. Each pair of mittens should have a pair of rhyming words printed on them, one word per card.

Procedure

All the mitten cards are placed face up on a table. The players examine them closely and try to match the rhyming pairs.

Build a Puzzle

(Mr. Mugs Games)

Objective

To practice auditory and visual perception of /s/s

Procedure

Lesson 7, page 113.



CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
Listening to a poem to compare ideas
Interpreting a pictured situation and details

Developing Sight Vocabulary

Recognizing new words—*run, on, fast, come*
Reading chalkboard sentences
Identifying new words
Reading to follow directions
*Developing auditory and visual awareness of *come* and *comes*
Extending the concept of *on*
Reading aloud

Readiness Reinforcement

Recognizing the color yellow
Recalling space words

Integrative Options

Manipulative Activity—sorting
Vocabulary Reinforcement—playing "Helping Pat Skate"; "Racing Horses"
Physical Education—developing visual motor perception
*Environmental Studies: Social Studies—making a movie of life at school
*Drama: Sensory Perception—developing personal awareness of sense of taste
Music—integrating music symbols, word symbols, and spoken words
Books—looking at and listening to story books

Decoding Skills

Using context clues—listening and reading to supply missing words
Listening to supply rhyming words
*Enjoying choral speaking
*Developing auditory perception of initial phoneme /f/
Matching definitions and pictures
Listening for initial sounds
Using context and phonemic clues to complete sentences
Chalkboard dictation—listening to print first letter of words beginning with *p, c, m, d, s*

Language Development

Developing sentence awareness
Reading to complete sentences
Using and noting left-right progression
Using the period
Matching capitalized and small-letter forms
Using and noting capitalization in sentences
Using periods and question marks
Using language
Noting words as units

Initial Writing

Giving individual story dictations
Acquiring awareness of story form and sequence
Building telling and asking sentences: using models; from dictation
Building sentences of own devising
Using left-right progression, capitalization, and punctuation in sentences

Seat Work

Mr. Mugs Book: pages 72, 73—recognizing vocabulary words
page 74—practicing auditory discrimination of /f/
page 75—recognizing vocabulary words; discriminating between capital and small letters
Spirit Duplication Masters/Self-Help Activities:
page 36—practicing auditory discrimination of initial /f/

Alternate Strategies

Recognizing vocabulary words
Practicing auditory perception of /f/ and /s/
Recognizing capitalized and small-letter forms

Literary Appreciation Skills

*Listening to a poem to make comparisons
Acquiring awareness of story form and sequence
Listening to supplementary story books
Listening to a poem to supply rhyming words
Enjoying choral speaking
Giving individual story dictations

Comprehension:-

Literal Critical Creative

*Comparing personal experiences with poem
Interpreting a pictured situation
Drawing inferences based on experience
Speculating
Conjecturing
Using context clues to complete sentences
Matching definitions and pictures
Using context and phonemic clues to complete sentences
Checking pupil-completed sentences for sense

Listening

Listening attentively in discussions
Listening to a poem to note the poet's experiences
Listening to detect the final sound in *comes*
Listening to follow directions
Listening to match words to music
Listening to supplementary books
Listening to complete and check sentences
Listening to supply rhyming words
Listening to learn a poem for choral speaking
Listening to detect initial sounds
Listening to complete sentences



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Listening to a poem to compare ideas
 Interpreting a pictured situation and details
 Recognizing the new words *run*, *on*, *fast*, and *come*
 Developing auditory and visual awareness of verb forms *come* and *comes*
 Understanding another concept of *on*
 Recognizing the color yellow
 Recalling space words

Materials Needed

Chart 20, or *Mr. Mugs*, page 33
 A number of small objects, such as a book, a pencil, a jar, etc.

Introducing the Theme

*Discussing
 bus rides*

Develop a discussion on how the children get to school and how they travel for a class trip. Ask them what some of the things are that they see and hear riding on a bus down a busy street.

*Listening
 for details*

Read the following poem as the children listen to note the poet's experiences riding on a bus.

City Street

Honk — honk — honk!
Beep — beep — beep!
Hear the noise
Of a city street.

Cars race fast,
Trucks bump past;
Creeping slow
The buses go.

Green turns red
A sudden stop;
Up the hand
Of traffic cop.

Whistle shrill —
All is still;
Sudden hush —
The people rush.

Red turns green,
Then on again;
Cars race fast,
Trucks bump past.

Lois Lenski

Comparing

Let the children compare their experiences with those described in the poem — how they are the same; how they are different.

Presenting the Chart

Discussing

Chart 20

Tell the children that Pat and Curt are going on a school trip. Then present the chart, or direct attention to the picture on page 33 of *Mr. Mugs*.

Interpreting

Ask the children to tell you what is happening in the picture.

Presenting the New Words

New Words

run on fast come

Inferring

“Why are Pat and Curt running? What do you think the boy on the bus is saying to them? What do you think Pat is saying to Curt?”

Meeting the new words in context

Present the following sentences on the chalkboard and have them read. Call on pupils to frame the new words *come*, *on*, *run*, *fast*.

Here it comes.
Come on, Curt.
Run fast.

Reading to follow directions

Print the following on the chalkboard, using the names of several pupils.

Come on, Maria.
Come on, Billy.

Developing auditory and visual awareness of verb forms come and comes

Ask the pupils to read the sentences silently (“with your eyes only”) and have those who are named in the sentences come to the front of the group.

The verb form *come* will probably cause little difficulty, since it is introduced in the very familiar phrase, *come on*.

Print the word *comes* on the board and have several pupils read it.


“That’s right. the word is *comes*. That is the word we use when we say ‘Here comes Mr. Mugs.’ ” Print on the board:


Here comes Mr. Mugs.


“But we don’t always say *comes*. If I wanted Mr. Mugs to come with me, I wouldn’t say ‘Comes on, Mr. Mugs,’ would I? What would I say?” Elicit and print on the board,


Come on, Mr. Mugs.

Underline *comes* and *come* in the two sentences, and have the sentences read. Print the following sentences on the board and call upon individuals to read them.

Here comes a  .

Here comes a  .

Come to my  .

I can come for a  .

Have the word *come* or *comes* framed in each sentence.

“The two words *comes* and *come* sound almost the same, don’t they? They look almost the same, too, when we write them.”
Print on the board:

comes
come

Have the parts that are alike underlined and call attention to the final *s* in *comes*. “The only thing that is different is the letter *s* at the end of *comes*. Always remember, if there is a letter *s* at the end, the word is *comes*. If there is not an *s* at the end, the word is *come*.”

Have a number of small items on hand, such as a book, a pencil, a jar, etc. Give one each to several pupils, one at a time, and ask them to put it *on a desk*, *on a table*, *on the shelf*, *on your head*, etc. Mention *off* as the opposite of *on*, and ask pupils to take various items *off the desk*, *off the table*, etc.

Print the following sentences and phrases on the chalkboard and call upon various children to read them, first silently, then aloud.

Run fast, Pat. on Mr. Mugs	Run here. a fast dog
-------------------------------	-------------------------

Understanding
another concept
of on

Reading
Sentences

Chart 20

Further Discussion of the Chart Theme

Direct attention to the chart again.

“What time of day do you think it is? Why?”

“Do you think the bus driver will wait for the children? Why? What do you think the bus driver will say to them when they get on the bus? What do you think the other children might say?”

“Where do you think the class is going on this trip? Where would *you* like to be going?”

“What are Pat and Curt each carrying? Why are they carrying their lunch? Where will they have their lunch? Why?”

“Where do you think the teacher is?”

“Where do you think the school is?”

“Where do you think the lady on the street might be going?”

Inferring from
experience

Speculating
Inferring from
experience

Conjecturing

Readiness Reinforcement

Concepts

The color yellow (review)
Space words (review)

- “What is the biggest yellow thing in the picture?”
- “What is the smallest yellow thing in the picture?”
- “What other yellow things do you see in the picture?”
- “Who is behind Pat?”
- “Who is in front of Pat?”
- “What is beside the bus?”
- “What is under the bus?”
- “What is over the bus?”
- “What are on top of the houses?”

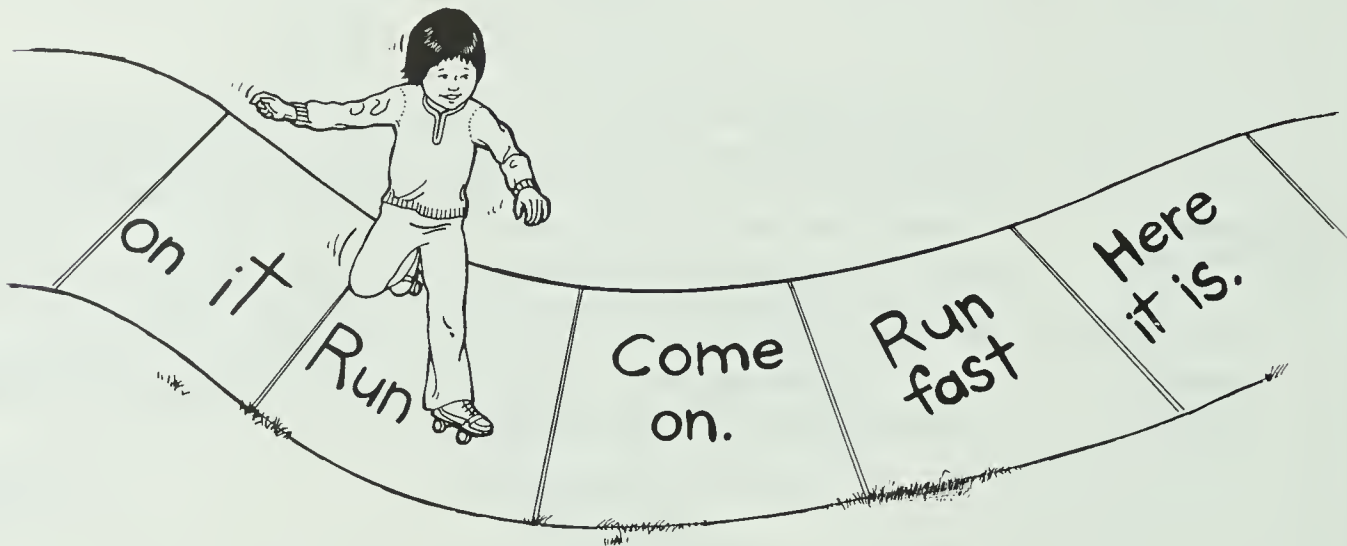
INTEGRATIVE OPTIONS

Manipulative
Activity

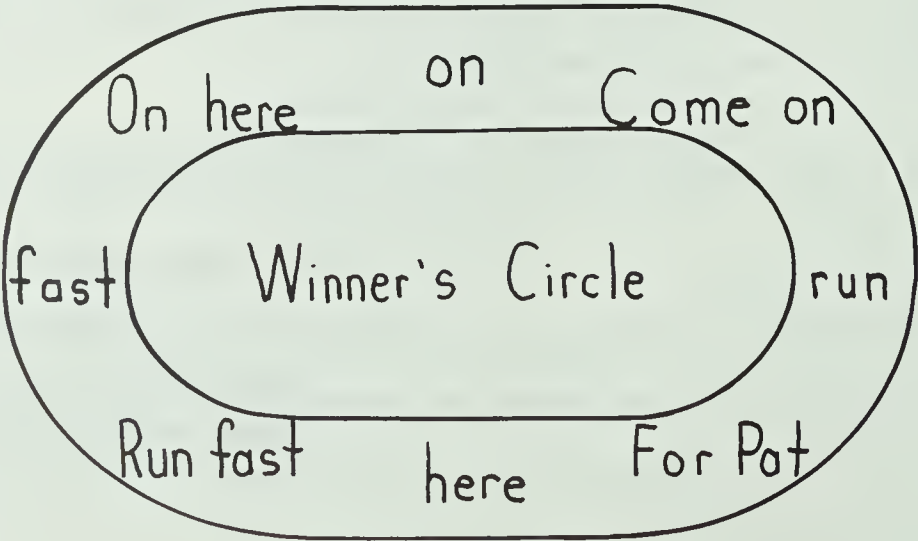
Vocabulary
Reinforcement

Sorting. From the “P” Box, “C” Box, “M” Box, “D” Box, and “S” Box, remove the items whose names begin with the respective consonants. Mix these items together and place them on the floor. Ask a group of pupils to sort them out and return them to the correct boxes.

Helping Pat Skate. Attach a picture of Pat to the end of a pointer. On the chalkboard, draw a sidewalk and print a word or phrase on each square. Ask a pupil to read each word or phrase as Pat skates on that square. Have the children see how far they can make Pat skate.



Racing Horses. Cut out a number of shapes of horses. On each horse print the name of a pupil in the group. Draw a racetrack similar to the diagram below, on the chalkboard, and print words and phrases on it. As each child comes up to read, fix the horse with his/her name on it on the end of a pointer. As the horse moves around the track, have the child read the words and phrases. If he/she successfully reads them all, put his/her horse in the winners' circle. If the child cannot read all the words and phrases, put the horse outside the racetrack to run again later. (Use an adhesive to put the horses on the board.)

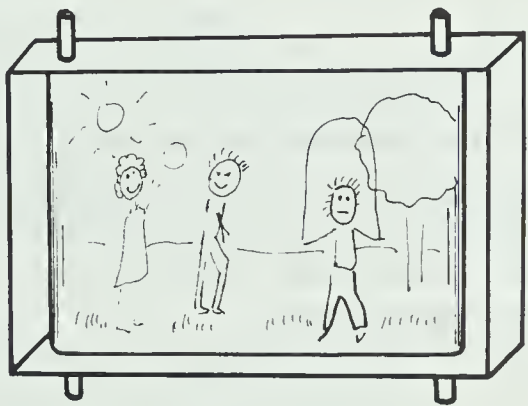


Developing Visual Motor Perception. Let the children play the following games:

1. Ring Toss Game.
2. Bowling. Direct the children to bowl the ball and try to hit the five pins —
 - (a) using two hands.
 - (b) using the left hand.
 - (c) using the right hand.

Making a Movie. The theme of life at school could be summarized through the making of a movie.

1. Discuss and list possible pictures for the movie.
2. Have the children choose the parts they wish to illustrate.
3. A group may be chosen to make the movie box from a large cardboard box, two sticks (a broomstick handle cut in half does nicely), and a length of heavy wrapping paper. Four holes big enough to accommodate the sticks are cut on opposite sides of the box.
4. The pictures made by the children are pinned to the wrapping paper.
5. The end of the movie is attached to the right-hand stick with Scotch tape. The movie is then wound around that stick. The first part of the movie is stretched across the opening of the box and attached to the left stick.



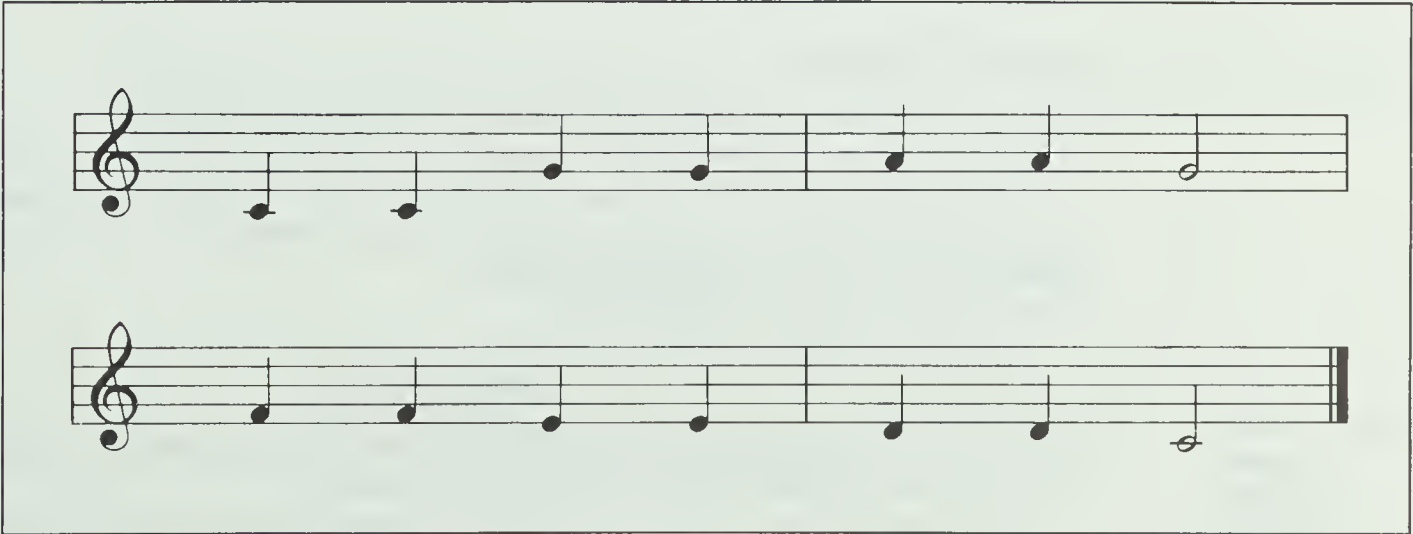
Developing a Personal Awareness of the Sense of Taste. (a) Let the pupils investigate the taste of various items with their eyes closed. Sugar, salt, orange slices, grapes, chocolate, banana slices, cheese, dill pickles, etc., may be used.

Note. It is important to check your class for allergies before starting food-tasting activities.

(b) The pupils are to identify items by taste alone. They are not allowed to touch, smell, or see the items.

(c) Let the pupils demonstrate how taste may stimulate the imagination by encouraging them to relate a story or incident suggested by the tasting of an item.

Integrating Music Symbols, Word Symbols, and Spoken Words. Copy the music for the last two lines of the Alphabet Song on the chalkboard.



Using rhymes like the ones below, show the children *how* you can match words to the notes on the board. For example, with rhyme one, sing the first three notes, using the words “Off to school,” and monologue before the children how you decide on the number of notes you need for “Off to school.” This may be done somewhat as follows:

“Let me see, how many notes do I need for ‘Off to school’?” Sing slowly again, this time clapping or tapping the first three notes on the board. “Let me try again. Yes, I need three notes.”

Now, slowly, as you sing, fill in each word under the corresponding three notes. Sing the “Off to school” part again and continue with “go Curt and Pat.”

“Let’s find out how many notes I need for ‘go Curt and Pat’.”

Sing it slowly a number of times, clapping and having the children clap with you. Try to have the children tell you how many notes you need. Then fill in the words, singing each word as you do so.

Continue with the remainder of the rhyme. If time permits, go through the second rhyme in similar fashion.

Rhyme 1: Off to school go Curt and Pat.
They leave Mugs and Tiger cat.

Rhyme 2: Curt and Pat, run to the bus.
Run fast, they will wait for us.

Story Books

Books for Listening and Looking

Tough Jim, by Miriam Cohen. Macmillan, N.Y.

Jim dresses up as a strong man for a school costume party. When the teacher is out of the room, an older bully comes in and tries to break up the party, but Jim lives up to his costume and saves the day.

If I Drove a Bus, by Miriam Young. Lothrop, Lee & Shepard.

A boy dreams of driving a bus, especially a school bus.

A Film to Watch

Tasting. 4 mins., color. EBF

DECODING SKILLS

Objectives

Using context clues

Supplying rhyming words

Developing auditory perception of initial phoneme /f/

Taking chalkboard dictation

Materials Needed

Chart 21, the phonemic chart for initial /f/

“F” Box. Place in a shoe box nine objects, the names of six beginning with *f*, the names of three beginning with other consonants: for example, a fan, some fur, a fork, a card with 4 on it, a card with 5 on it, a feather; a piece of ribbon, some chalk, and a button.

Lines on the board for chalkboard dictation

Lined sheets of paper for dictation

Word Meaning

“I’m going to say some things to you. Every time I say something, I’m going to leave a word out, and I want you to tell me what that word might be.

“Here’s the first one.” Read the following, pausing where the word is omitted.

Using context
clues to
complete
sentences

Pat likes to _____ on the bus.

“Who can tell us what Pat might like to do on the bus?”

“Ride? Listen to see if it makes sense in the sentence.”

Pat likes to ride on the bus.

“Does it make sense? Yes, it does make sense. People do ride on the bus.

“Now try this one.”

Continue in the same manner with:

Some birds _____ south in the fall.

Daddy bought a new _____ for my dog.

Mommy asked me to buy some _____ at the drug store.

If I had enough _____, I'd buy a new bike.

“Now try these. This time I'm going to write something and leave a word out.” Print on the board:

Curt can	fast.	run
		for

Have the children read silently as you sweep your hand below the words.

“Now, look at the two words at the right.” Point to them.

“One of these words will finish the sentence and make sense. Read the part on the board again. Which word will finish it?”

“Run? Let's put *run* in the sentence to see if it makes sense.”

Curt can run fast.

“Read it. Does it make sense? Yes, it makes sense. Curt *can* run fast.

“Why couldn't we use *for*? Look.” Print on the board:

Curt can for fast.

“Read this. Does it make sense? No, it doesn't make sense. *For* isn't the name of something you can do. We couldn't use *for* because it wouldn't make sense.”

Point to the correctly completed sentence and have several children read it.

Proceed in the same manner with:

Come on	can
	Mr. Mugs
I can see a	fast
	dog

Perceiving Rhyme

Read the following poem to the pupils, several times if necessary, and ask them to supply the missing rhyming words. They may then learn to say the whole poem with you as choral speaking, using the arrangement suggested.

The Gingerbread Man

Solo: The old woman opened the oven to see
If the gingerbread man was done to a (T).

All: Ginger and spice, ginger and spice,
A gingerbread man smells exceedingly (nice).

Solo: A tiny voice cried as she opened the door
“I want to come out and play on the (floor).”

Supplying
rhyming words

All: Ginger and spice, ginger and spice,
A gingerbread man smells exceedingly (nice).

Solo: The old woman called, "Come here, come here.
A gingerbread man has nothing to (fear)."

All: Ginger and spice, ginger and spice,
A gingerbread man smells exceedingly (nice).

Solo: But he waved good-bye and called as he ran,
"You can't catch me; I'm the gingerbread (man)."

All: Ginger and spice, ginger and spice,
A gingerbread man smells exceedingly (nice).

Phonemic Analysis

A reminder to the teacher. A phoneme is a language sound, which we indicate as /f/. A grapheme is a letter which represents a language sound, which we indicate as f, F. The correspondence of sound and letter is indicated as /f/f, F.

Place the "F" Box on your desk or a table.

"Here is another box with some interesting things in it. Let's see what's in this one.

"Keith, will you come and take one thing out of the box? What is it?"

"That's right. Hold it up so that everyone can see it. What is it again? Put it down beside the box."

Continue in the same manner until all the objects are out of the box.

"Can anyone tell me what swims in the water and is good to eat? Yes, *fish* is the word I was looking for. Listen for the first sound you hear when I say *fish* — *fish*."

Say the word again as the children watch to see what you do with your lips when you begin to say *fish*. Have them say *fish*, being careful to do the same thing with their lips.

Hold up three objects from the "F" Box — fan, fur, fork — and have the children name them. Repeat the three words and ask, "What do you notice about these words? Listen again."

This time add *fish* to be beginning — "*Fish, fan, fur, fork*. Now do you notice something about these words? Yes, they all begin like *fish*."

Put the three items back down on the desk. Separate them so that they are not all in one place.

"Jennifer, will you come and pick up one of the things on the desk? What is it?"

"Yes, it's fur. Does *fur* begin like *fish*? Everyone, does *fur* begin like *fish*?"

"Yes, *fur* begins like *fish*. Put the fur down on the other side of the box, Jennifer.

"Angelo, will you come and pick up one of the things on the desk? What is it?"

"Yes, it's a button. Does *button* begin like *fish*? Everyone, does *button* begin like *fish*?"

"No, *button* does not begin like *fish*. Put the button in the box, Angelo."

Continue in the same manner until all the "f" items are on the desk and the others are in the box. Then pick up each item on the desk in turn. Say its name and have the children verify that fact that it begins like *fish*. Then put the item in the box.

Display Chart 21, the phonemic chart for initial /f/. Check the pupils' recognition and understanding of the pictures by giving definitions such as the following. In responding, the child should go to the chart, point to the picture, and say the name of the pictured object.

This is what swims in the water and is good to eat. (fish)

It is the number that comes after three. (four)

It is what you have on the front of your head. (face)

It grows on a bird. (feather)

Some people have this around their back yard. (fence)

You can ride on this at an exhibition or fair. (ferris wheel)

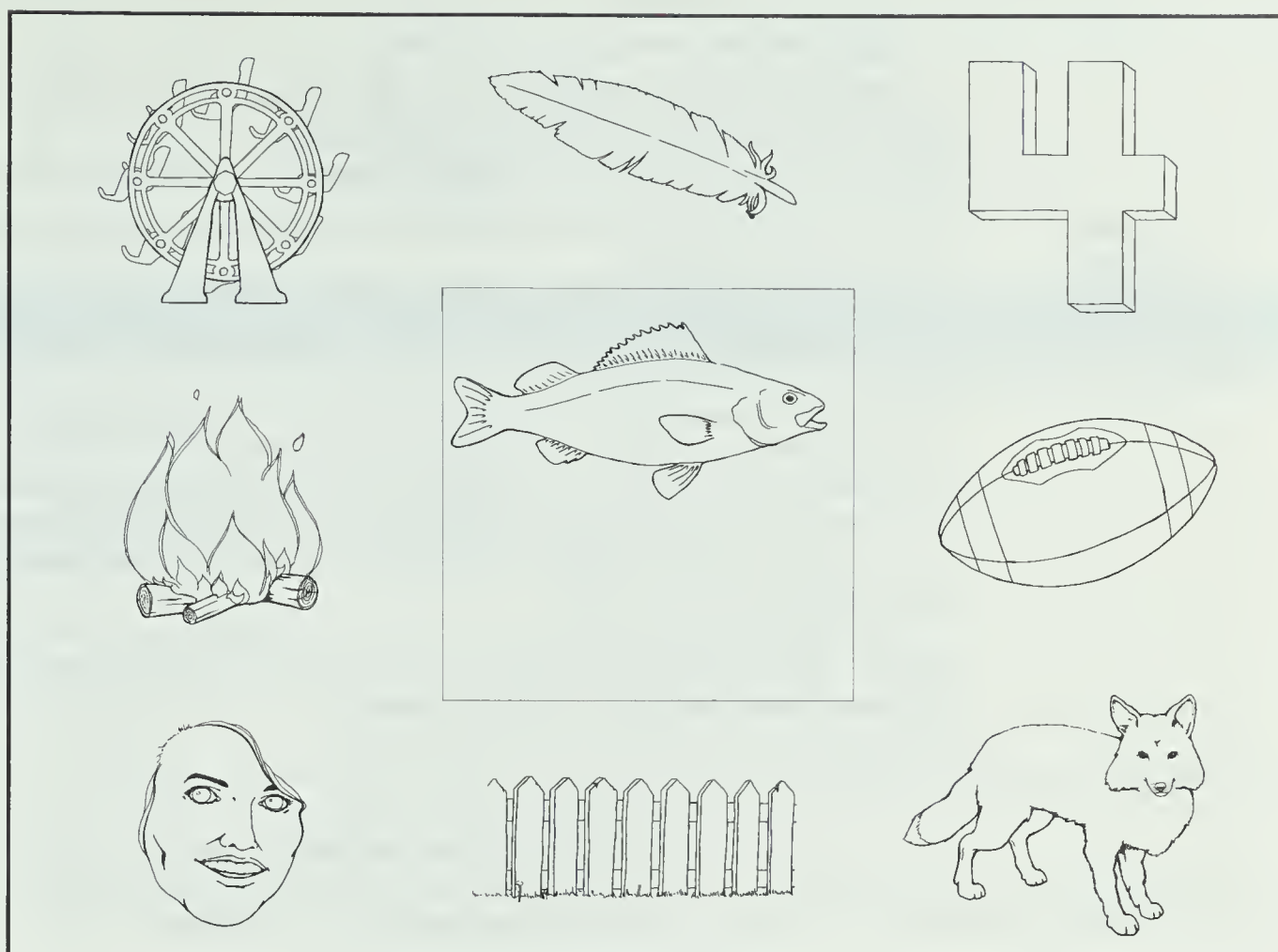
You kick this as far as you can. (football)

You can roast weiners and toast marshmallows over this. (fire)

When the pictures have all been identified in response to the definitions, point to each picture in turn and ask:

Developing
auditory
perception of
initial /f/
Key word
"fish"
Working with
the "F" Box

Matching
definitions
and pictures



“What is the name of this picture? Yes, it’s a ferris wheel. Does *ferris wheel* begin like *fish*?”
Etc.

When the pictured objects have all been named, say all the names again and lead the children to perceive that all the items pictured on the chart begin like *fish*.

Ask all those whose names begin like *fish* to stand up. Let each child say his or her name, as the others listen to see if it really does begin like *fish*. If any of the children’s names begin with *Ph*, such as *Philip* or *Phyllis*, accept the names without comment. It is the *sound* that is important here, not the spelling. Accept also names beginning with consonant clusters, such as *Fred* or *Florence*.

Say the words *fish*, *fall*, *fog* and ask, “What do you hear that is alike in all these words?” Work in this manner until you are certain the initial sound similarity is perceived.

Repeat the following sentences as the children listen for words that begin like *fish*. After each sentence has been read, either have the pupils tell you the words that begin like *fish*, or read the sentence again and have the children clap each time they hear a word that begins like *fish*.

Father can fix the football.
A fish does not have fingers.
Fill the first box with fudge.
The fireman got there first.

Father got four fish.
A baby fox has fuzzy fur.
Put a fence around the field.
I feel fine today.

Read the following incomplete sentences, one at a time, and let the pupils suggest a word to complete each one. Tell them that the word must begin like *fish*. The answers given are suggestions only. Accept any correct responses.

Every day we eat some _____. (food)
The number that comes after four is _____. (five)
When we eat dinner, we use a _____. (fork)
After January comes _____. (February)

Listening for
beginning sounds
in pupils’ names

Perceiving initial
/f/ in words

Listening for
initial /f/
sounds in
sentences

Using context
and phonemic
clues to complete
sentences

Mommy says my big brother drives too _____. (fast)
Some animals have soft _____. (fur)

Additional practice is provided in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," page 245.

Reinforcement is given in "Alternate Strategies" — "The Sound Tree," page 246.

Taking
chalkboard
dictation:
listening
and printing

1. Print on the board the consonants presented so far — *p, c, m, d, s* — to serve as models for those who need them.

2. If there are too many children to take dictation at the board all at one time, divide them into groups. Send one group to the lined board and distribute lined sheets of paper to the others.

3. Explain to the children that they are to print the first letter of each word you dictate, and put a line after it to show that the word is not finished.

4. Present each word in a sentence and direct the pupils as follows:

"Mr. Mugs can jump. Listen carefully to the sound you hear at the beginning of the word *can* — *can*." Say the word clearly, but do not give undue emphasis to the initial sound. Have the children repeat the word *can*.

"Now, think of the letter that stands for the first sound you hear in *can*. Just think of it to yourself; don't tell anybody. Has everyone thought of it? Good! Print it on the board." Have the children at their seats print it on their papers.

Proceed in the same way with the following:

I can see Tiger — see.
Tiger likes to chase mice — mice.
Mommy put pink icing on the cake — pink.
Curt wants a dump truck — dump.

If the children encounter any difficulty, refer them to your models on the board.

5. When the five initial consonants have been printed, ask children to give other words beginning with the same consonants.

6. Pronounce other words beginning with the same letters, such as *paper, car, door, sing, marble*. Have the children repeat each word, listen carefully to the sound they hear at the beginning of the word, decide which letter stands for that sound, find the letter on the board or on their paper, and draw a ring around it. For example:

"Listen for the beginning sound you hear as I say the word *paper* — *paper*. Now you say *paper*. Think of the letter that stands for the first sound you hear. Just think of it; don't tell anybody. Now, find that letter on the board or on your paper. Has everyone found it? Good! Draw a ring around it."

7. In the same manner, say *duck, sorry, pencil, milk, and coke*, and have the pupils find and erase the initial consonant of each one. Children working at their desks will cross the consonant out.

8. Repeat the procedure, sending other groups of pupils to the board until each group has had a turn. The following sentences may be used for these groups:

Group 2

Mommy washed the dishes in the sink — sink.
We marched down the street in a parade — marched.
Get the book with the red cover — cover.
I like peach ice cream — peach.
Grandma gave me a dime — dime.

Group 3

Joe and Tony are pals — pals.
Anne got her new dress dirty — dirty.
Last month I had measles — measles.
Mr. Mugs can catch a ball — catch.
We had a salad for lunch — salad.

The wind blew dust in my eyes — dust.
My little sister likes cookies — cookies.
Read the first part of the story again — part.
A kitten's fur is soft — soft.
Put some mustard on my hotdog — mustard.

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness.
Extending sentence awareness to written material
Recognizing capital and small-letter forms

Sentence Awareness

"What do we have to be sure of when we tell someone something or ask someone something?"

"Yes, we have to be sure to tell or ask the whole thing, so that the other person will know what we mean. I'm going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not."

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

Our cat nearly got my gerbil.
Grandpa read me a story about
I can wiggle my loose
How did you break your . . . ?
What time do you . . . ?
Why did John laugh?

"Now I'm going to write something and leave a word out. Here's the first one." Print on the chalkboard:

Here comes a fast

"Read this with your eyes only." Sweep your hand under the incomplete sentence. As the pupils read silently, read the words aloud to them, ending with an unfinished intonation of the voice.

"Is this finished? Why not?"

"That's right. It isn't finished because it doesn't tell *what* is coming. It doesn't tell the whole thing. Can anyone tell us what might be coming?"

"A jet? Let's put *jet* at the end, to see if it finishes the sentence." Add *jet* to the sentence.

Here comes a fast jet

"Read this with your eyes only." Sweep your hand under the sentence. As the children read silently, read the sentence aloud to them, ending with a finished inflection.

"Is it finished now? Does it make sense? Yes, it is finished. It tells the whole thing. And it makes sense because a jet really does fly fast.

"This sentence tells us something. What should I put at the end, to show that it is finished? That's right. I should put a period at the end." Put a period at the end of the sentence.

Here comes a fast jet.

*Discriminating
between complete
and incomplete
sentences and
questions;
completing
sentences and
questions*

*Reading to
complete
sentences*

Ask several children to read the completed sentence. Continue in the same manner with:

Curt can see a
Here is my

If the children suggest words that are not in the core vocabulary, sketch a picture in rebus fashion, or use the word and repeat it several times so that the children will know what it is.

Sentence awareness is involved in “Decoding Skills: Using Context Clues” and in “Initial Writing: Building Sentences.”

Alphabet Skills

Call attention to the capitalized and small-letter forms of *On, on; Run, run; Fast, fast*.

Recognition of capital and small-letter forms is reinforced in “Alternate Strategies: Let’s Play Fish.”

Skills Involved in Other Strands of the Lesson Plan

Capitalization of the first word in a sentence is mentioned in “Initial Writing: Building Sentences.”

This is involved in reading the sentences in “Sentence Awareness” above and in “Initial Writing: Building Sentences.”

The period is reviewed in the Lesson on “Sentence Awareness” above, and the period and the question mark are used in “Initial Writing: Building Sentences.”

In “Concept Development,” as in previous lessons.

This concept is strengthened by framing words in “Concept Development: Presenting the New Words.”

INITIAL WRITING

Objectives

- Giving individual story dictations
- Acquiring awareness of story form
- Building telling and asking sentences

Materials Needed

- Writing My Own Reader
- Word banks
- Word cards for *Come, on, Run/run, fast* (new); for *Mr. Mugs, Pat, for, Tiger, Can, you, a* (from word banks)
- Punctuation cards for the period and the question mark (from word banks)
- Rebus card for *bus* (new)
- A strip of black paper for each child

Composing Stories

Continue to take as many story dictations as possible. Encourage the children to bring a snapshot or two from home to put in their books. These might serve as starting points for stories, or as additional illustrations for stories already dictated.

Awareness of story form and sequence is involved in “Integrative Options: Making a Movie,” on page 237.

Building Sentences

Ask the children to find cards for the following in their word banks.

Noting capitals and small letters

Capitalizing sentences

Using left-right progression

Using periods and question marks

Using language

Noting words as units


Writing My Own Reader

Awareness of story form

Getting the cards ready

Mr. Mugs Pat Can a ?
Tiger for you

Distribute the following new cards:


Come Run fast
on 

*Building
telling and
asking sentences*

Using the procedure established in Lesson 9, page 142, have the children build the following sentences, one at a time.

Using Models

Come on Mr. Mugs.

Can you run for a  ?

From Dictation

Run fast.
Run for Tiger.
Run Mr. Mugs.
Run Tiger.

Can a  run?

Note. Since the comma is not taught at this level, no commas are used in these sentences.

When the sentences have all been built, let the children try building sentences of their own devising, using the new cards and any of the cards in their word banks. Remind them to work from left to right, to make sure their sentences begin with a capital letter, and to use periods and question marks in the proper places.

Tidying up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

SEAT WORK

Mr. Mugs Book

Page 72. Word Recognition. Drawing lines from sentences to corresponding pictures.

Page 73. Word Recognition. Circling the correct word for each picture.

Page 74. Auditory Discrimination of Initial Phoneme /f/. Coloring objects whose names begin like *fish*.

Page 75. Word Recognition/ Visual Discrimination. Coloring boxes containing vocabulary words; matching capital letters with small letters.

Spirit Duplication Masters/ Self-Help Activities

Page 36. Auditory Discrimination of Initial Phoneme /f/. Coloring objects whose names begin like *fish*.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words
Practicing auditory discrimination of initial /f/ and /s/
Recognizing capital and small-letter forms

Word
Recognition

Word Footprint Race

Objective

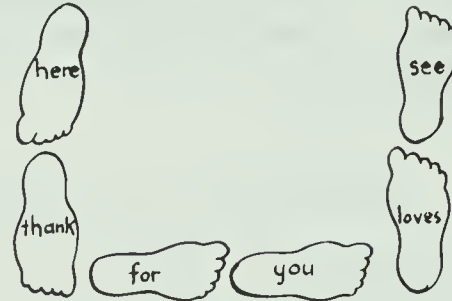
Recognizing vocabulary words

Number of Players

Two or three

Materials Needed

Two or three sets of yellow footprints with core vocabulary words printed on them.



Procedure

Give each player a set of footprints. Taking turns, each player draws a footprint card from her or his set. She/He must read aloud the word on the footprint before placing it on the floor. The winner is the one who makes the longest track.

The Sound Tree

(Mr. Mugs Games)

Objective

Practicing auditory discrimination of /s/ and /f/

Procedure

See "The Sound Tree" in Lesson 4, page 70. There will need to be ten cards with pictures whose names begin with *s* or *f*, and three cards with pictures beginning with other letters. The key word cards at the bottom of the tree will have *surprise* and *fish* printed on them.

Language
Development:
Alphabet Skills

Let's Play Fish

Objective

Identifying capitals and small letters

Number of Players

One or two

Materials Needed

A cardboard fish with small letters of the alphabet printed around the edge, about one to two centimeters apart
A set of clothespins with capital letters pasted on them.

Procedure

The players match the capital and small-letter forms of each letter by fastening clothespins to the outer edge of the fish shape.



CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
 Building an experience chart
 Listening to a poem and relating it to personal experience
 Interpreting a pictured situation and details

Developing Sight Vocabulary

Recognizing new words—*ball, get*
 Reading chalkboard sentences
 Reading and answering questions
 *Phrasing for smooth oral reading
 Noting left-right progression
 Reading new words in context
 *Reading to locate specific information

Readiness Reinforcement

Recalling size words: big, small, bigger than, smaller than, long, short

Integrative Options

Physical Education—developing visual motor perception
 Enjoying choral speaking
 Dramatizing a poem
 Books—looking at and listening to story books

Decoding Skills

Using context clues—listening and reading to supply missing words
 Practicing rhyming skills
 *Developing the phoneme-grapheme correspondence for /f/ *f, F*
 Listening for initial sounds
 My Sound and Letter book—pasting in and drawing *f* and *F*
 Chalkboard dictation—listening to print first letter of words beginning with *p, c, m, d, s, f*
 Using graphemic bases *at, og, un* to form new words
 Reading the new words in sentences

Language Development

Developing sentence awareness:
 Reading to complete sentences
 *Composing telling and asking questions
 Noting capitalized and small-letter forms
 Using and noting capitalization of names and in sentences
 Acquiring awareness of comparative form with *er*
 Using and noting left-right, top-bottom progression
 Using periods and question marks
 Using language
 Noting words as units

Initial Writing

Giving individual story dictations
 Building an experience chart
 Building telling and asking sentences: using models; from dictation
 Building sentences of own devising
 Using left-right progression, capitalization, and punctuation in sentences
 *Learning to print *f, F*

Seat Work

Mr. Mugs Book: pages 76, 77—recognizing vocabulary words
 pages 78, 79, 81, 82, 83—printing; practicing auditory discrimination of /p/, /k/, /m/, /d/, /s/, /f/; practicing phonemic analysis of *p, c, m, d, s, f*
Spirit Duplication Masters/Self-Help Activities:
 pages 37, 38, 39—printing; practicing auditory discrimination of /p/, /k/, /m/, /d/, /s/, /f/; practicing phonemic analysis of *p, c, m, d, s, f*

Alternate Strategies

Practicing auditory perception of /f/
 Practicing phonemic analysis of *f*
 Associating graphemes with their corresponding phonemes

Literary Appreciation Skills

Contributing to a chalkboard story
 Listening to a poem
 *Relating a poem to life
 *Extending the theme of a poem
 Enjoying choral speaking
 *Dramatizing a poem
 Listening to supplementary story books
 Giving individual story dictations

Comprehension:-

Literal Critical Creative

Comparing
 Extending a theme
 Interpreting a pictured situation
 *Finding specific words and lines
 Drawing inferences
 Predicting outcomes
 Drawing inferences based on experience
 Valuing
 Inferring feelings
 Stating preferences
 Noting details
 *Understanding “size” words
 Using context clues
 Checking pupil-completed sentences

Listening

Listening attentively in discussions
 Listening to note details in a poem
 Listening to follow directions
 Listening to learn a poem for choral speaking
 Listening to supplementary books
 Listening to complete and check sentences
 Listening to detect initial sounds
 Listening to discriminate between finished and unfinished sentences and
 Listening to evaluate other pupils’ sentences and questions
 Listening to build dictated sentences
 Listening to instructions



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Contributing to an experience chart
 Listening to a poem and relating it to personal experience
 Interpreting a pictured situation and details
 Recognizing the new words *ball* and *get*
 Reading and answering questions
 Reading phrases to develop smooth oral reading
 Reading new words in context
 Recalling size words

Materials Needed

Chart 22, or *Mr. Mugs*, page 34
 A ball

Introducing the Theme

Begin this lesson by asking the pupils about the activities of their pets.

“What kind of things does your pet do? Does your pet do any tricks? What are they?”

“Does your pet do any naughty things? What are they? How does your mother feel about these things?”

*Discussing
 pets; contributing
 to an experience
 chart*

“What does your pet like to do best of all? If you were your pet, what would you like to do?”

Build some of the pupils' remarks into an experience chart. Use the pupils' own words and do not attempt to manipulate or structure the language.

As you begin to write, ask where you should begin and in which direction you should go. (At the left; to the right) When you come to the end of a line, ask where the next line should start. (At the left; under the first line)

Tell the pupils that you are going to read a poem about a dog. Have them listen, as you read, to discover what this dog does every time his family comes home.

The Welcome

Always when we come indoors
He's waiting, small and black,
Wagging and wiggle-ing about,
So happy that we're back.

He races up and down the hall.
He snorts. He barks out loud.
And then he runs to get his ball
And shows it to us — Proud.

Dorothy Aldis

“Do any of you have a dog who greets you this way? How does your dog greet you?”

“Do any of you have another kind of pet who greets you in a special way? What does your pet do?”

Presenting the Chart

“One day Curt and Pat were playing with Curt's ball. Curt dropped it and it rolled down the street. This is what happened next.”

Present Chart 22, or direct the pupils to look at the picture on page 34 of *Mr. Mugs*, and have the children tell the story of what is happening.

Presenting the New Words

New Words

ball

get

Hold up a ball and ask what it is. After the response, print the following on the chalkboard:

Here is a ball. Ball ball

Have the words read several times.

Print the following on the chalkboard, using the names of various children in the group.

Here is a ball for Penny.

Here comes a ball, Jeffrey.

Throw the ball to Penny and have her read the first line. Throw the ball to Jeffrey and have him read his line. Etc.

“When you throw a ball or a stick for your dog, what do you usually say?” When the response has been given, print it on the chalkboard.

Get it.

Get my ball.

Call upon several pupils to read these commands.

Add “Get it, Mr. Mugs” to the beginning of the story and have it read.

Print the following on the chalkboard and have them read and answered.

Can Mr. Mugs get a ball?

Can Pat get Mr. Mugs?

*Listening
for details*

*Comparing
Extending
the theme*

*Discussing
Chart 22
Interpreting*

*Meeting the
new words
in context*

*Reading and
answering
questions*

Reading phrases
to develop
smooth oral
reading

To produce smooth reading, phrases must be read in units. Print the following phrases on the chalkboard or project them from an overhead projector and have various pupils read them. As they read, sweep your hand from left to right under the phrases. For variation, cover a phrase with a card and move the card to reveal the words from left to right.

a ball	for a dog	on a jet	come here
get it	run fast	Thank you for	on it

Reading the
new words
in context

Print the following sentences on the chalkboard, and call upon various children to read them. Anyone who can read all of them correctly may bounce the ball three times.

Get a ball for Curt.
Can Mr. Mugs get my ball?
Get Tiger for Pat.
Get a surprise for Mommy.

Reading to
locate specific
words and lines

Call upon various pupils to do the following:
"Draw a line under the word *ball*."
"Find the word *get*. How many times can you find it?"
"Find the line that asks if Mr. Mugs can do something. Read it."
"Read the line that has something to do with Mommy."
"What might the surprise for Mommy be?" Let all the pupils make suggestions here.

Suggesting
surprises

Word recognition is strengthened in the *Mr. Mugs Book*. See "Seat Work," page 260.

Further Discussion of the Chart Theme

Inferring
Predicting
Inferring from
experience

Return to the chart and ask questions such as the following:
"What are Pat, Curt, and Mr. Mugs trying to do? What might Curt tell Mr. Mugs to do?"
"Who will get the ball? Why do you think so?"
"Why do you think Curt is trying to get the ball before Mr. Mugs does? What might happen to the ball?"
"What game do you think Pat and Curt were playing with the ball? What games do you play with a ball?"
"Where do you think Pat and Curt were playing?"
"Where are some safe places to play?"
"Do you think Curt and Pat were playing in a safe place? What should they be careful about in this picture?"
"How do the other people in the picture feel when they see what is happening with Mr. Mugs? What might they say to Pat and Curt?"
"Who wants Mr. Mugs to get the ball? Raise your hand. Who wants Curt to get it? Raise your hand."
"What do you think will happen next?"
"What time of year do you think it is? How can you tell?"
"What else is happening in the picture?"

Valuing

Inferring

Stating
preference

Predicting

Inferring

Noting details

Readiness Reinforcement

Concept

Size Words (Review)

big	bigger than	long
small	smaller than	short

Looking at
Chart 22

"Name all the big things you can find in the picture."
"What do you think is small in the picture?"
"Who is bigger than Curt?"
"What is smaller than Mr. Mugs?"
"Is Mr. Mugs' tail long or short?"

INTEGRATIVE OPIONS

Physical
Education

Developing Visual Motor Perception. Give each of the children a ball and direct them as follows:

- (a) "Keeping your feet still,
 - (1) "bounce the ball using two hands."
 - (2) "bounce the ball using the right hand."
 - (3) "bounce the ball using the left hand."
 - (4) "bounce the ball using one hand and then the other."
- (b) "Bounce the ball high; low; fast; slow."
- (c) "Bounce the ball around your body."
- (d) "Repeat the above while walking; skipping; running."

Choral
Speaking

Speaking Together. Read the following poem until the children can say it with you. Then have them speak it aloud together, using the arrangement below.

All: Six little mice sat down to spin.
Pussy passed by and she looked in.
Low Voices: "What are you doing, my little men?"
High Voices: "Making coats for gentlemen."
Low Voices: "May I come in and bite off your threads?"
High Voices: "No, no, Miss Pussy, you'll bite off our heads."
Low Voices: "Oh, no, I won't. I will help you spin."
High Voices: "That may be true, but you can't come in."
Mother Goose

Drama

Dramatizing a Poem. The above poem can be easily dramatized. Let half the group be cats and the other half mice.

Book Center

Story Books

Books for Listening and Looking

Clifford's Halloween, by Norman Bridwell. Four Winds Press.

A good dog story for any time, even if not near Halloween.

Wake Up, Groundhog! by Carol Cohen. Crown Publishers.

Miss Pigeon uses bigger and bigger alarm clocks to waken Mr. Groundhog. Reinforces comparative sizes.

Scrambola, by Hildegard Ford. Harvey House.

A boy and his unusual dog, Scrambola.

Stop That Ball! by Mike McClintock, in the *Beginner Book* series. Random House.

An enjoyable story related to the Chart theme.

Somebody's Dog, by Miska Miles. Atlantic — Little, Brown.

A restless dog strays off and makes many friends, but is glad to get back home.

Inside and Out, by Anette Tison and Titus Taylor. World.

A boy builds a dog house for his pet.

DECODING SKILLS

Objectives

Using context clues

Practicing rhyming skills

Developing the phoneme-grapheme correspondence /f/f, F

Taking chalkboard dictation
Forming new words using graphemic bases

Materials Needed

- Chart 21, the phonemic chart for initial /f/
- My Sound and Letter Book*
- Catalogues and magazines
- Scissors
- Paste
- Board Lined for printing
- Flipcards

Word Meaning

*Using context
clues to
complete
sentences based
on Chart 21*

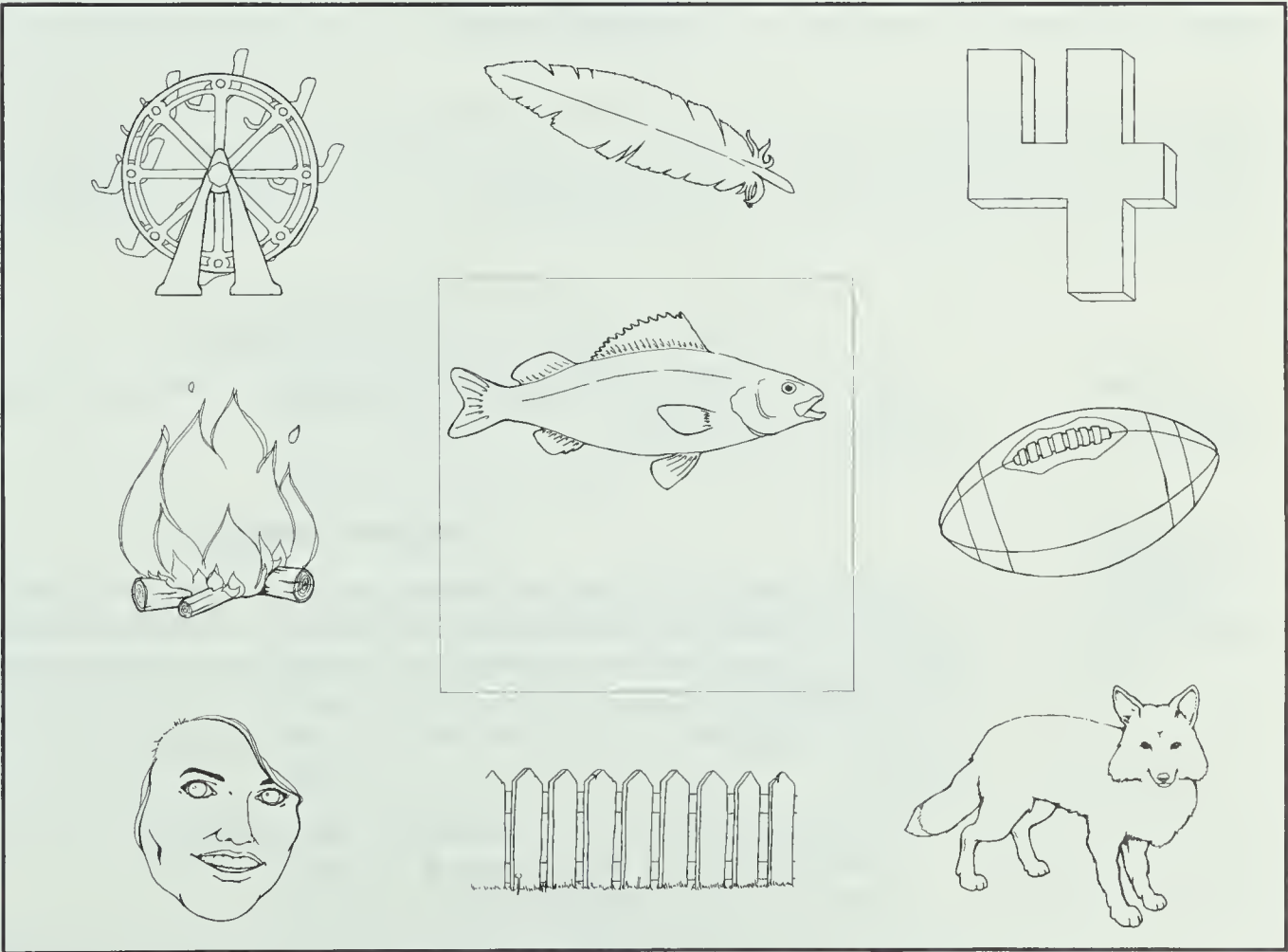
Display the phonemic chart for initial /f/, Chart 21.
“I’m going to say some things to you. Every time I say something, I’m going to leave a word out, and I want you to tell me what that word might be. You’ll find clues to help you in the pictures on this chart.
“Here’s the first one.” Read the following, making a marked pause where the word is omitted.

Daddy and I painted the backyard _____ white.

“Look at the chart. Can you see a picture of something that Daddy and I might paint?”
“Fence? Listen to see if it makes sense in the sentence.”

Daddy and I painted the backyard fence white.

“Does it make sense? Yes, it does make sense. Some people have a fence around their back yard and they do paint it.



“Now try this one.”
Continue in the same manner with:

A parrot has green _____.
Mark got a _____ helmet for his birthday.
My little sister got jam all over her _____.
At the picnic we built a _____ and roasted weiners.

“Now try these. This time I’m going to *write* something and leave a word out.” Print on the board:

Pat can get a	ball
	fast

Have the children read silently as you sweep your hand below the words.

“Now look at the two words at the right.” Point to them.

“One of these words will finish the sentence and make sense. Read the part on the board again. Which word will finish it?”

“Ball? Let’s put *ball* in the sentence to see if it makes sense.”

Pat can get a ball.

“Read it. Does it make sense? Yes, *ball* makes sense. A ball is something that Pat could get.

“Why couldn’t we use *fast*? Look.” Print on the board:

Pat can get a fast.

“Read this. Does it make sense? No, it doesn’t make sense. *Fast* is not the name of something that Pat could get. We couldn’t use *fast* because it doesn’t make sense.”

Point to the correctly completed sentence and have several children read it.

Proceed in the same manner with:

It is a surprise for	jet
	Tiger
Mr. Mugs can get	it
for Curt.	come

Perceiving Rhyme

Practice in matching rhyming words is provided in “Alternate Strategies: Rhyme a Pair of Puzzles,” on page 261.

Matching
rhyming words

Phonemic Analysis

Step 1: Listening. (a) Say the following words: *fish, fast, for*. Have the pupils observe that they sound alike at the beginning. Point to each picture on the phonemic chart in turn and ask children to name the pictured object. Note that all the words begin like *fish*. Elicit other words that begin like *fish*.

(b) Read sentences similar to the following, and have the pupils listen for words beginning like *fish*:

Fill the fish bowl for the fancy fish with the funny fins.
Frank found a four-leafed clover in the field.
That fat clown is a funny fellow.

(c) Say a number of words, some beginning with *f* and some beginning with other letters. Have the pupils distinguish which words begin like *fish*: *fog, peal, dog, fan, face*, etc.

Developing
the phoneme-
grapheme
correspondence
/ff, F

Step 2: Saying. Say some words beginning like *fish*. Have the pupils watch your mouth closely as you pronounce the initial consonant sound. Then check each pupil carefully as the children say the words after you.

Step 3: Seeing. Ask three or four children whose names begin like *fish* to stand and tell their names. If there are not enough, ask the children to suggest some. Since there are not many names beginning with *f* alone, it will probably be necessary to use consonant clusters in this instance; the visual form *F* will still be the same. As the names are given, print them on the chalkboard.

Ford
Fernando
Faith
Frances

Have the pupils notice that they all look alike in the beginning and recall that they all begin with capital letters because they are all names.

Print *fish*, *fast*, *for* on the board and have the pupils notice that these words all look alike in the beginning.

Step 4: Printing. See "Initial Writing: Printing" on page 259.

f F

Adding to
My Sound and
Letter Book

Have the pupils devote two pages to the consonant *f*. Let them cut out pictures from catalogues or magazines and paste them into the book, or they may draw pictures if they prefer. Remind them that the name of each pictured object must begin like *fish*. Have them print the letter under each picture, using capital *F* under some pictures and small-letter *f* under others.

Additional practice is provided in the *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," page 260.

Reinforcement is given in "Alternate Strategies" — "Fish Pond," on page 260, "Build a Puzzle," on page 261.

Taking
chalkboard
dictation:
listening
and printing

Following the procedure established in Lesson 16, on page 242, have the children print the first letter of each word you dictate. The following words may be dictated in these suggested sentences:

Group 1

Mr. Mugs is a funny dog — dog.
Here is a surprise for Pat — surprise.
Tell Curt to come home — come.
This is my new book — my.
Run as fast as you can — fast.
My pet is a gerbil — pet.

Group 2

Do you like ham sandwiches — sandwiches?
My cat caught a mouse — mouse.
I helped Mommy get ready for the picnic — picnic.
What kind of candy do you like best — candy?
Don't forget to lock the door — door.
We have fun in the park — fun.

Group 3

I hurt my knee when I fell — fell.
Mommy baked a birthday cake — cake.
The petals have dropped off that flower — petals.
Grandma knitted socks for Curt — socks.

I get dizzy when I turn round and round — dizzy.
Did you see the monkey in the pet shop — monkey?

Group 4

Joe ate too many candies — many.
The candies made him sick — sick.
Would you like some raisin pie — pie?
Mary is going to the dentist — dentist.
Grandpa has bought a new car — car.
We're going to have fish for dinner — fish.

Don't forget to reinforce recognition of the letters the children have printed by circling and erasing.

Structural Analysis

Suggest to the pupils that they make some more new words by changing the first letter of words they know. Print the following columns of words on the chalkboard:

Pat	Pat	dog	can	can	run
cat	sat	fog	pan	Dan	sun
mat	fat		man	fan	fun

Work with each column in turn. Have the pupils note that the words are different in the beginning, but the same otherwise. Ask children to underline the parts that are the same and read the words.

Test the pupils' ability to recognize and read some of the words formed by adding consonants to graphemic bases by printing the following sentences on the board and having children read them:

A fat dog sat on a mat.	Here is a fan for Mommy.
Is Mr. Mugs fun?	Can a cat see fog?

Give further practice using flip cards.

Forming
new words using
graphemic bases

Using flipcards

LANGUAGE DEVELOPMENT

Objectives

- Developing sentence awareness
- Extending sentence awareness to written material
- Composing sentences
- Recognizing capital and small-letter forms

Sentence Awareness

"What do we have to be sure of when we tell someone something or ask someone something?"

"Yes, we have to be sure to tell or ask the whole thing, so that the other person will know what we mean. I'm going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not."

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

Pat and Curt like to play ball.
Mr. Mugs likes to play with . . .

Discriminating
between complete
and incomplete
sentences and
questions;
completing
sentences and
questions

Always be careful to play in a safe
Can Tiger play ball?
Is the street a safe place to . . . ?
Do you ever play in the . . . ?

Reading to
complete
sentences

“Now I’m going to write something and leave a word out. Here’s the first one.” Print on the chalkboard:

Mr. Mugs can get a

“Read this with your eyes only.” Sweep your hand under the incomplete sentence. As the pupils read silently, read the words aloud to them, ending with an unfinished intonation of the voice. “Is this finished? Why not?”

“That’s right. It isn’t finished because it doesn’t tell *what* Mr. Mugs can get. It doesn’t tell the whole thing. Can anyone tell us what Mr. Mugs might be able to get?”

“A ball? Let’s put *ball* at the end, to see if it finishes the sentence.”

Mr. Mugs can get a ball

“Read this with your eyes only.” Sweep your hand under the sentence. As the children read silently, read the sentence aloud to them, ending with a finished inflection.

“Is this finished now? Does it make sense? Yes, it is finished. It tells the whole thing. And it makes sense because a dog really can get a ball.

“This sentence tells us something. What should I put at the end, to show that it is finished? That’s right. I should put a period at the end.” Put a period at the end of the sentence.

Mr. Mugs can get a ball.

Ask several children to read the completed sentence.

Continue in the same manner with:

Pat can see a
Here comes a fast ball for

Composing
sentences

“Now it is your turn to make up some sentences.”

Call upon various pupils to tell something or ask something. It may be necessary to suggest a topic; for example,

“Gino, tell us something about your pet.”

“Anne, ask us something about Mr. Mugs.”

Have the group decide if each telling or asking sentence tells or asks the whole thing and makes sense.

Sentence awareness is involved in “Decoding Skills: Using Context Clues” and in “Initial Writing: Building Sentences.”

Alphabet Skills

Call attention to the capitalized and small-letter forms — *Ball, ball; Get, get*.

Recognition of capitalized and small-letter forms is reinforced in “Decoding Skills: Phonemic Analysis” and in “Initial Writing: Printing.”

Skills Involved in Other Strands of the Lesson Plan

Capitalizing

The use of capital letters for names is mentioned in “Decoding Skills: Phonemic Analysis.” Capitalization of the first word of a sentence is used in “Initial Writing: Building Sentences.”

Awareness of
comparative forms

Awareness of the formation of comparatives by adding *er* is fostered in “Concept Development: Readiness Reinforcement” with the words *bigger* and *smaller*.

Noting and using
left-right,
top-bottom
progression

The left-right, top-bottom progression in reading and writing stories is recalled in “Concept Development” in connection with the building of the experience chart. Left-right progression is included in “Concept Development: Presenting the New Words” in the exercise on smooth reading of phrases, in the lesson on “Sentence Awareness” above, and in “Initial Writing: Building Sentences.”

Using periods and question marks
Using language
Noting words as units

The period is used in the lesson on "Sentence Awareness" above, and the period and question mark are used in "Initial Writing: Building Sentences."
In "Concept Development," as in previous lessons.
This concept is strengthened in the exercise on reading new words in context, in "Concept Development: Presenting the New Words."

INITIAL WRITING

Objectives

- Contributing to an experience chart
- Giving individual story dictations
- Building sentences
- Learning to print *f* and *F*

Materials Needed

- Writing My Own Reader
- Word banks
- Word cards for *Get/get, ball* (new); for *a, surprise, for, Pat, pet, Curt, Mr. Mugs* (from word banks)
- Punctuation cards for the period and question mark (from word banks)
- Rebus cards for *cat* and *car* (from word banks)
- A strip of black paper for each child
- Lines on the chalkboard for printing
- Spirit Duplication Masters* or *Self-Help Activities*, page 37

Composing Stories



Experience chart
Writing My Own Reader

A chalkboard story is dictated by the children during the discussion about pets in "Concept Development" at the beginning of the lesson.
To add interest to the individual dictation books, trace the outline of each child's hand in his or her book and put the date on the palm of the hand. Several children might wish to talk about a pet discussed in "Concept Development."

Building Sentences

Getting the cards ready

Ask the children to find the following cards in their word banks:

a	Pat	Mr. Mugs	
surprise	pet	.	
for	Curt	?	

Distribute the new cards for:

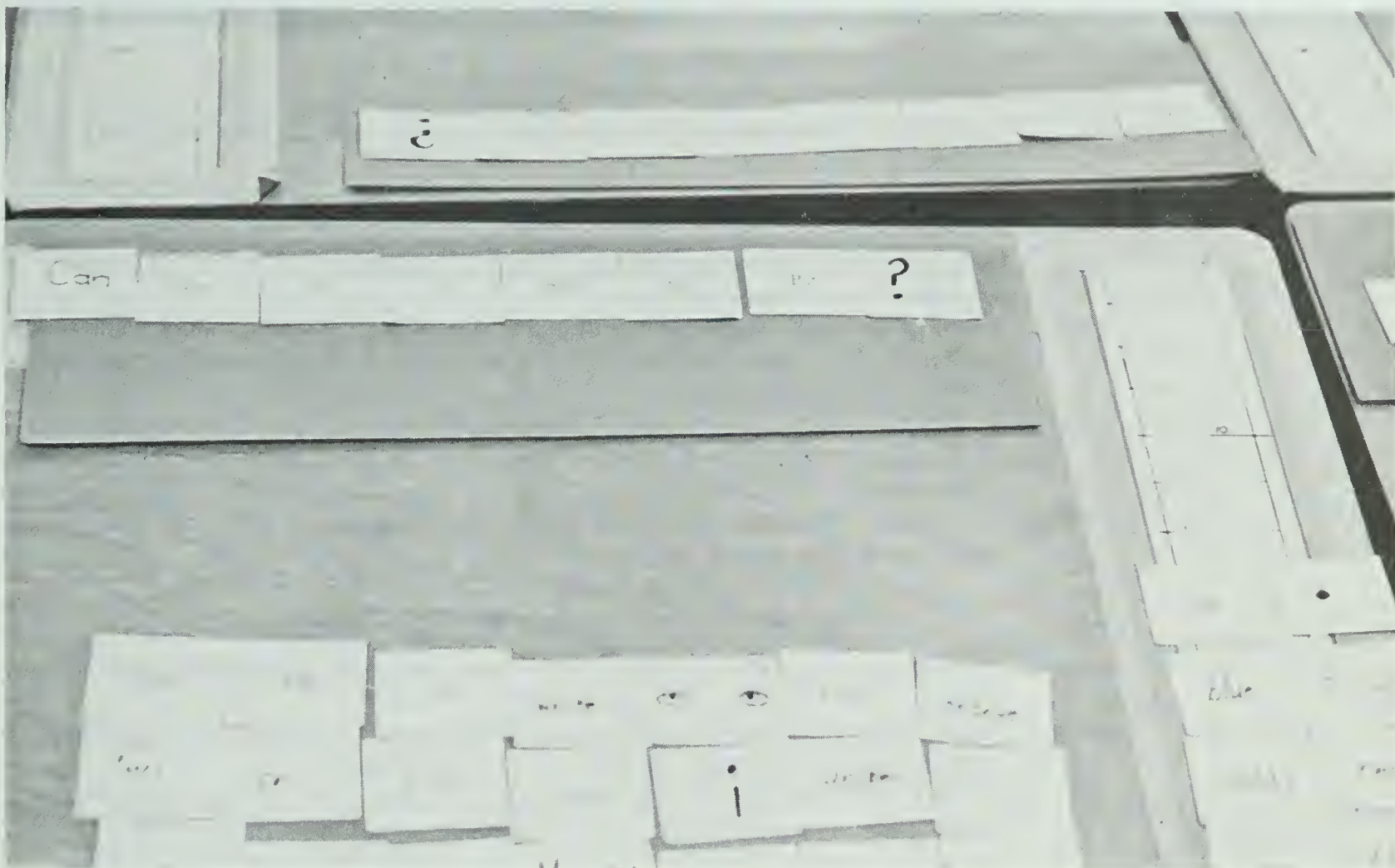
Get/get ball

Building telling and asking sentences

Using the procedure established in Lesson 9, page 142, have the pupils build the following sentences, one at a time.

Using Models

Get a ball.
Can a  get a ball ?



From Dictation

Get a surprise for Pat.
 Get a ball for Pat.
 Get a pet for Curt.
 Get Mr. Mugs Pat.
 Get a ball Curt.

Can a  get a ball?

When the sentences have all been built, let the children try building sentences of their own devising, using the new cards and any of the cards in their word banks. Remind them to work from left to right, to make sure their sentences begin with a capital letter, and to use periods and question marks in the proper places.

Tidying up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

Printing

Learning to print F and f

Teach the pupils how to print the capital and small-letter forms of *F*, *f*, beginning with the small letter and then going on to the capital. To do this, follow the procedure established in Lesson 7, on pages 107-109.

When the pupils have shown that they can print the letter correctly on the board, let them practice on their own, using page 37 of the *Spirit Duplication Masters* or *Self-Help Activities*.

Further practice is provided in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," page 260.

SEAT WORK

Mr. Mugs Book

- Page 76. Word Recognition. Circling the words in a column that match the underlined word at the top of the column.
- Page 77. Word Recognition. Circling the correct picture for each sentence.
- Page 78. Printing/ Auditory Discrimination/ Phonemic Analysis of Initial Consonant *f*. Tracing letters; joining dots to form letters; using starting points to print letters. Pasting "f" pictures in the correct spaces.
- Page 81. Printing/ Auditory Discrimination of Initial Phoneme /f/. Tracing letters; joining dots to form letters; using starting points to print letters. Drawing pictures of objects whose names begin with *f*.
- Page 82. Printing/ Auditory Discrimination/ Phonemic Analysis of Initial Consonants *s* and *f*. Joining dots to form letters. Printing the letters that stand for the beginning sounds of the names of objects.
- Page 83. Auditory Discrimination/ Phonemic Analysis of Initial *p, c, m, d, s*, and *f*. Circling the letter that stands for the beginning sound of the names of objects.

Spirit Duplication Masters/ Self-Help Activities

- Page 37. Printing. Tracing *f* and *F*; joining dots to form letters; using starting points to print letters.
- Page 37. Auditory Discrimination/ Phonemic Analysis of Initial *p, c, m, d, s*, and *f*. Circling the letter that stands for the beginning sound of an object.
- Page 39. Auditory Discrimination/ Phonemic Analysis of Initial Consonants *s* and *f*/ Printing. Printing the letter that stands for the beginning sound of an object.

ALTERNATE STRATEGIES

Objectives

- Practicing auditory perception of initial /f/
- Practicing saying words with certain beginning sounds; associating graphemes with their corresponding phonemes
- Matching rhyming words

Decoding
Skills:
Phonemic
Analysis

Fish Pond

Objective

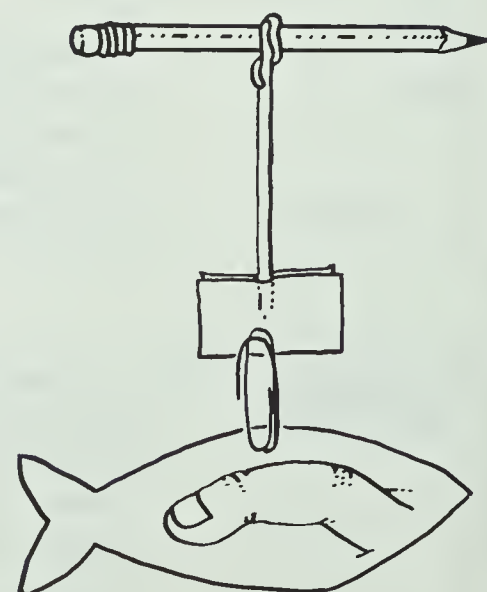
Practicing auditory discrimination of initial /f/

Number of Players

Two or three

Materials Needed

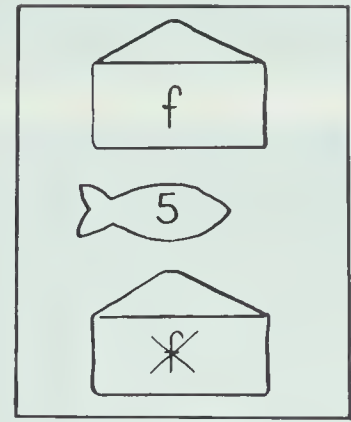
- A fishing rod, made from a pencil, a pipe cleaner, and magnetic tape
- A set of fish-shaped cards, some with pictures whose names begin with *f* and some with pictures whose names begin



with other letters. There should be a paper clip attached to each card.
An “F” board with two envelopes attached, one for “f” pictures and one for pictures whose names begin with other letters

Procedure

The players use the fishing rod to catch a fish. They look at the picture on the fish and put the card in the correct envelope.



Decoding
Skills:
Phonemic
Analysis

Build a Puzzle

(Mr. Mugs Games)

Objective

Developing auditory and visual perception of /f/f

Procedure

See “Build a Puzzle” in Lesson 7, on page 113.

Decoding
Skills:
Perceiving
Rhyme

Rhyme a Pair of Puzzles

Objective

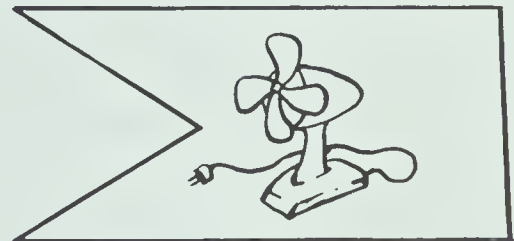
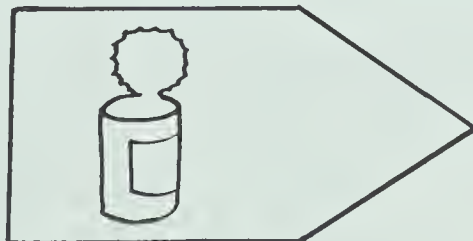
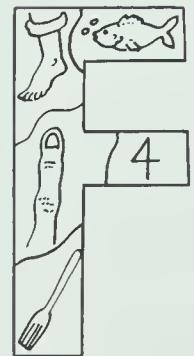
Matching rhyming words

Number of Players

One or two

Materials Needed

Two boxes, each containing nine pairs of picture cards. The cards in each pair should be shaped so that they will fit together, and each pair of cards should have a pair of rhyming pictures on them, one picture per card



Procedure

Each player takes a box and tries to match the picture pairs.

CONCEPT DEVELOPMENT

Developing The Theme

- *Listening to solve riddles
- Enjoying humor
- Developing facility in oral expression
- Listening to a poem

Developing Sight Vocabulary

- Recognizing new word—*what*
- Reading a chalkboard question
- Framing the new word

Readiness Reinforcement

- Recognizing shapes—circle, square, triangle, diamond
- Recognizing the color green—planning, making Jello, noting directions, language of cooking; "green" center; green chart

Integrative Options

- *Physical Education—developing form and color perception
- Visual Arts—modeling; painting; making a class book
- *Finger play—enjoying a jingle
- Books—looking at and listening to story books, picture books, riddle books, informational books

Decoding Skills

- Using context clues—listening and reading to supply missing words
- *Developing auditory perception of initial phoneme /h/
- Listening for initial sounds
- Matching definitions and pictures
- Using context and phonemic clues to complete sentences
- Chalkboard dictation—listening to print first letter of words beginning with *p, c, m, d, s, f*
- Using graphemic bases *at, an, og, et, un* to form new words
- *Reading new words in questions

Language Development

- Developing sentence awareness
- Reading to complete sentences
- Using periods
- Composing sentences and questions
- Recalling characteristics of asking sentences; left-right progression, capitalization, question mark
- *Noting *what* as an asking word
- Noting and matching capitalized and small-letter forms
- Using language
- *Acquiring awareness of *ing* verb ending
- Noting words as units

Initial Writing

- Giving individual story dictations: title, capitalization of important words in a title, table of contents
- Building asking sentences: using models; from dictation
- Building sentences of own devising
- Using left-right progression, capitalization, and punctuation in sentences

Seat Work

- Mr. Mugs Book*: page 84—recognizing vocabulary words
- page 85—practicing auditory discrimination of /h/
- Spirit Duplication Masters/Self-Help Activities*: page 40—practicing auditory discrimination of /h/

Alternate Strategies

- Recognizing vocabulary words
- Practicing auditory perception of /h/
- Practicing auditory perception of /f/

Literary Appreciation Skills

- *Listening to solve riddles
- Enjoying humor
- Listening to supplementary story books
- "Reading" a picture book
- Giving individual story dictations
- Composing titles

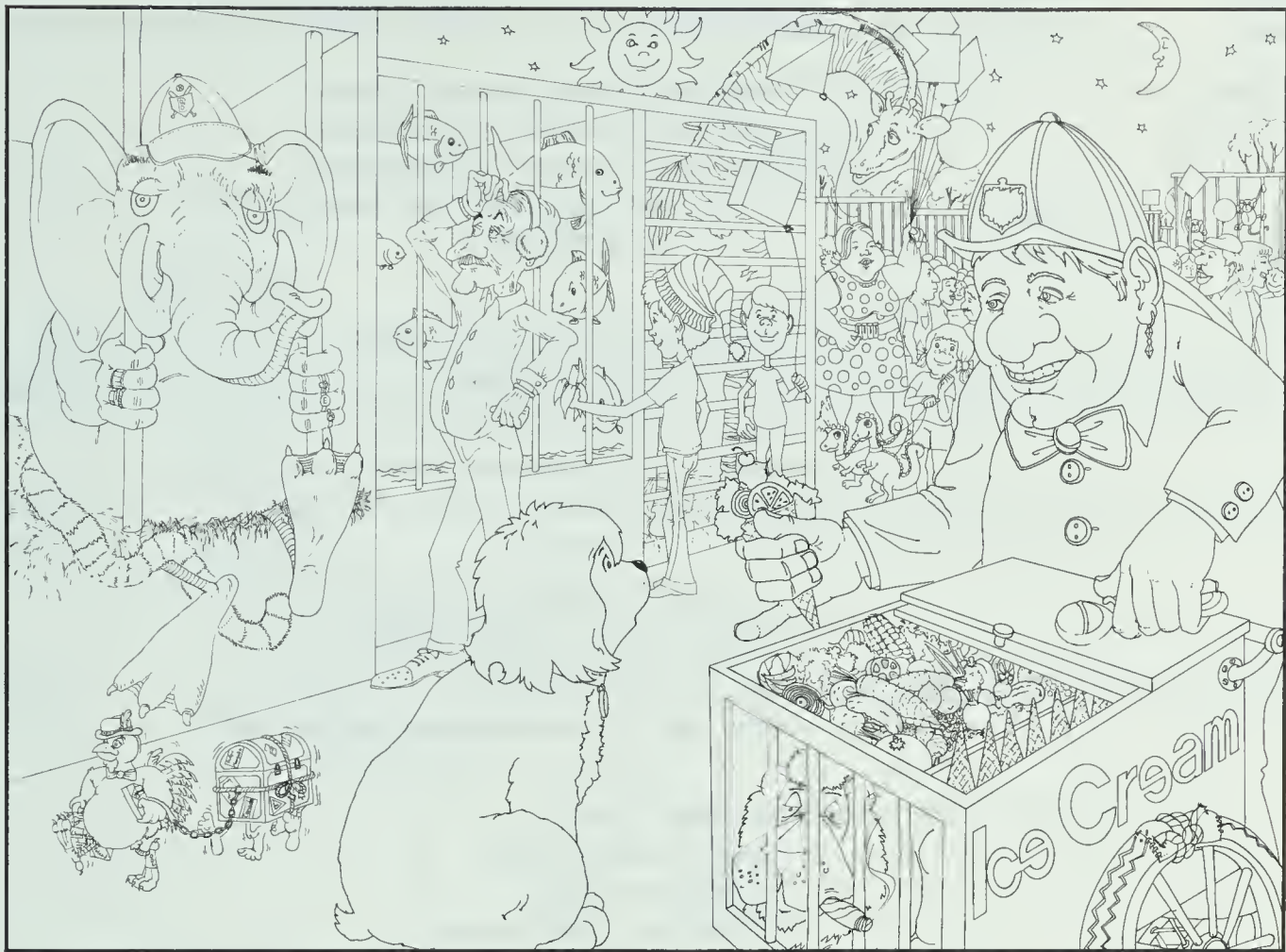
Comprehension:-

Literal Critical Creative

- Drawing inferences; answering riddles
- *Noting humorous details
- *Using imagination
- *Understanding shapes
- *Planning cooking needs
- *Noting directions
- Using context clues to complete sentences
- Matching definitions and pictures
- Checking pupil-completed sentences for sense
- Using context and phonemic clues to complete sentences
- Expressing main idea in a title

Listening

- Listening to solve riddles
- Listening attentively in discussions
- Listening to follow directions
- Listening to a jingle
- Listening to match words to music
- Listening to supplementary books
- Listening to complete and check sentences
- Listening to detect initial sounds
- Listening to match definitions
- Listening to complete sentences
- Listening to print first letters
- Listening to discriminate between finished and unfinished sentences
- Listening to build dictated sentences



CONCEPT DEVELOPMENT

Objectives

- Listening to solve riddles
- Enjoying humor
- Recognizing the new word *what*
- Developing facility in oral expression
- Listening to a poem
- Recognizing shapes — circle, square, triangle, diamond
- Recognizing the color green

Materials Needed

- Chart 23, or *Mr. Mugs*, page 37
- Lime Jello
- Articles needed to make Jello
- Muffin tins
- Cupcakes liners
- A spoon for each child
- An assortment of green-colored objects
- A table draped with green cloth or paper
- A number of pictures of green objects

Listening
for details;
drawing
inferences;
enjoying
humor



Introducing the Theme

“Do you like riddles? Good! So do I. I think almost everybody enjoys a good riddle.
“I’ve got some good riddles here. Listen as I read them, and see if you can guess the answers.”

Read the riddles, pausing after each one for the children to guess the answer.

Three large ladies heard it thunder.

Three large ladies all got under
One small umbrella, or tried to get.

Why didn’t the three large ladies get wet?

(It didn’t rain.)

Ennis Rees

What looks like half a cheese?

(The other half)

I run but never walk.

I tell you much but never talk.

What am I?

(A clock)

When a boy falls into the water,
what is the first thing he does?

(He gets wet.)

Why does a chicken run across the road?

(To get to the other side)

Hi diddle diddle,

Here’s the last riddle.

What has no ends

And a hole in the middle?

(A doughnut, hoop, ring, or the letter O)

Ask the children to pose some other riddles for you and the rest of the group to solve.

Chart 23

Presenting the Chart

“The picture chart we are going to look at today is a kind of picture riddle. There are many strange things in it. See if you can discover what they are.”

Present the chart, or direct attention to the picture on page 37 of *Mr. Mugs*, and allow the pupils to enjoy it and exclaim over the funny things they see in it.

Enjoying
humorous details

Presenting the New Word

New Word

what

When the spontaneous reaction to the chart picture has died down, say:

“Look at Mr. Mugs. Doesn’t he look puzzled! Mr. Mugs is thinking to himself,

What is it?

Place the sentence on the chalkboard and have it read. Have the new word *what* framed.

Further Discussion of the Chart Theme

Continue the discussion of Chart 23 as follows:

“What is Mr. Mugs going to get? What is Mr. Mugs’ ice cream made of?”

“What is strange about the elephant? What is strange about the giraffe? What is strange about the fish?”

“What is strange about the ice-cream man? What is strange about his wagon?”

Meeting the
new word
in context

Inferring;
noting details

Using imagination

- “What other strange things can you find?”
- “What is the strangest thing you’ve ever seen? Why was it strange?”
- “Make up a strange animal of your own. What does it look like? What is its name? Why do you call it that?”
- “If you saw a zoo like this, what would you want to know?”

Readiness Reinforcement

Concepts
Shapes

circle square triangle diamond

The color green

Interpreting shapes

Chart 23; noting shapes

Planning: making a chart

Give each child a sheet of paper and a pencil. Ask them to draw a circle, a square, a triangle, and a diamond. Draw each shape on the board as a model. Have the children add things to each shape to turn it into a funny animal.

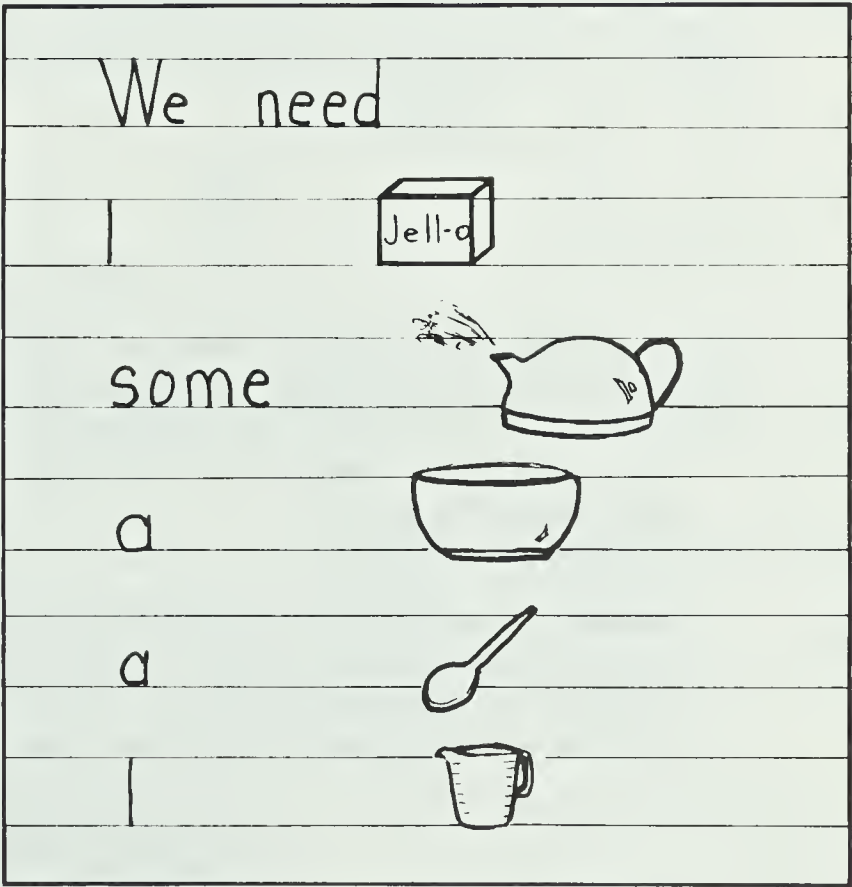
“Look at the chart picture again. What things do you see in the picture that are shaped like a triangle?”

“Find all the things that are square.”

“What things are circles?”

“What diamond shapes can you find?”

“Let’s make some Jello. What will we need to make it?” On the chalkboard develop a chart of what will be needed.



Noting directions
Making Jello,

Noting green

Read the directions on the Jello package to the children. List them on the board, step by step, and read them again.

Using lime Jello powder, make the Jello. Allow the children to tell you each step of the procedure. This should involve the words *hot*, *cold*, *mix*, *stir*, *set*.

Put cupcake liners into muffin tins. After the Jello is set, it can be served to the children in these containers.

When the Jello is made, have the children identify its green color.

Making a
"green" display

Making a
"green" chart

"Look at the chart picture again. What do you see in it that is green?"

"Is anyone wearing something green today? Stand up and show us."

Place a number of objects on your desk — some green, some other colors.

"There are some things on my desk. See if you can pick out all the green things."

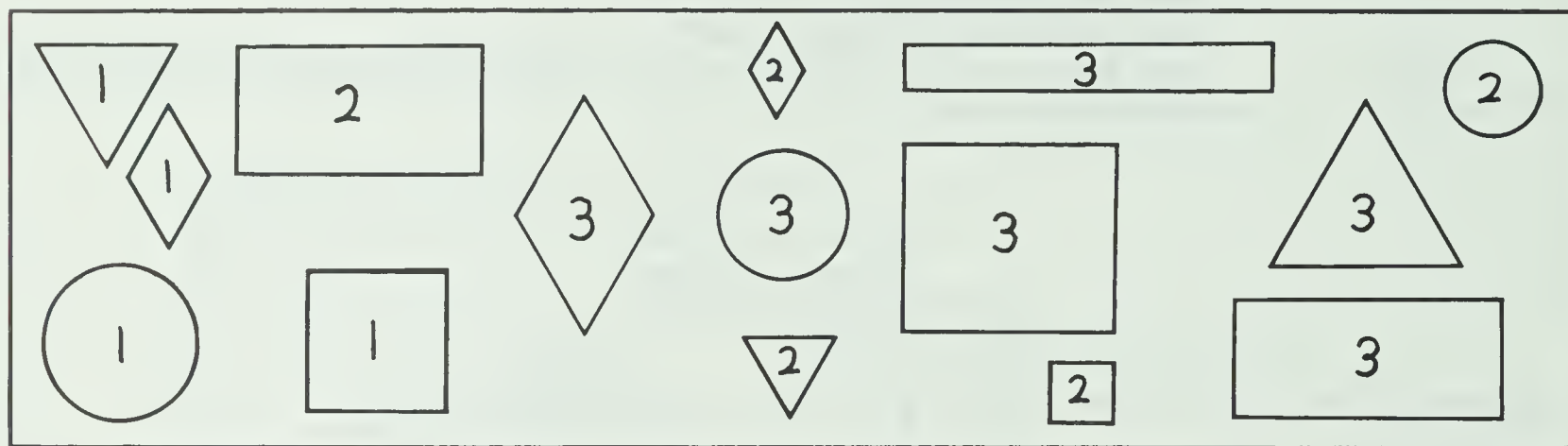
When the children have done so, take them to the learning center where a table has been set up for display and covered with a green cloth or with green paper. Allow the children to take the green items on your desk and set up a "green" center.

Hold up some pictures showing green things. Have each pictured object named and its color identified. As each child successfully does this, allow her or him to stick the picture on a chart. When all pictures are in place, print the word *green* in large letters on the chart. Post the chart in a conspicuous place for ready reference.

INTEGRATIVE OPTIONS

Physical
Education

Developing Form and Color Perception. Post a chart similar to the following on the wall at one end of the gym and designate a starting line at the other end. Give the child a set of patches to match the shapes, colors, sizes, and numerals on the chart.



1. Have the child run from the starting line to the chart with a patch and place the patch on the chart so that the shape, size, number, and color match. Begin with only one color; then as the child becomes more proficient, add others.

2. Work with different ways to get to the chart, by,

- (a) hopping to the chart;
- (b) skipping to the chart;
- (c) running to the chart.

Visual Arts

Modeling. Some youngsters would probably enjoy modeling with green plasticine.

Painting; Making a Class Book. The children would have fun painting humorous pictures and talking about them to the group. These pictures might be compiled into a funny book.

Enjoying a Jingle. Repeat the following jingle to the pupils.

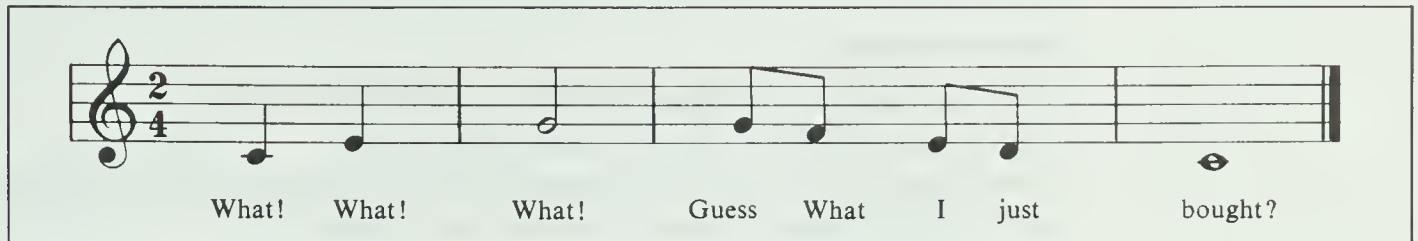
Two little blackbirds
Sitting on a wall,
One named Peter
The other named Paul.
Fly away, Peter!
Fly away, Paul!
Come back, Peter!
Come back, Paul!

Finger Play

As you repeat the jingle again, have the pupils hold their thumbs up to represent the two blackbirds. Have them turn each thumb down in turn when the birds fly away; put them up again when the birds come back. Let the children recite the words with you if they wish.

Integrating Music Symbols, Word Symbols, and Spoken Words. Tell the children that you are going to play a guessing game with them and that you will sing the questions to them.

1. Give clues like: "Curt went to the circus and bought something to eat. It was so cold he licked it for a while. It was chocolate flavored. He sang:



2. Ask the children to answer Curt.

3. Continue with other words following "What, What, What," giving clues to the children.

Put the music on the chalkboard or overhead transparency. Sing the first three words "What! What! What!" Proceed as in Lesson 16, page 237, allowing the children to see how words and notes are matched and getting them involved in the decisions. Encourage clapping to aid them in the decisions.

If the children are enjoying the activity, make up other words to go with the music, using some of the core vocabulary words already presented. For example,

See! See! See!
See what I got free.

Books for Listening and Looking

Bonhomme and the Huge Beast, by Laurent de Brunhoff. Pantheon.

Emilie, a little girl, has a blob for a friend — Bonhomme, a blob with a spike growing out of his head. Bonhomme tells Emilie about his friends — a huge beast, a stone horse, a giant frog — and Emilie meets the huge beast.

Mary Alice in the Palace, by C. Helgesen and D. Gade Finucane. Copp Clark.

In the palace and in the zoo, Mary Alice sees everything in circles, squares, and triangles.

A Special Trick, by Mercer Mayer. Dial Press.

A young boy discovers a magician's dictionary and lets loose some strange creatures.

The Candy Egg Bunny, by Lisl Weil. Holiday House.

A fanciful story about the origin of rabbits.

Happy Apple Told Me, by Audrey Penn Zellan. Independence Press.

About funny make-believe animals.

Books for Looking and Imagining

The Inspector, by George Mendoza. Doubleday.

An inspector, his hound, and a group of improbable monsters. No text.

Books for Listening and Guessing

It Does Not Say Meow and Other Riddle Rhymes, by Beatrice Schenk De Regniers. Seabury.

A merry little book with amusing pictures.

What? A Riddle Book, by Jane Sarnoff, Scribners.
Riddles the children will enjoy.

Books for Learning

Square Is a Shape: A Book About Shape, by Sharon Lerner. Lerner.
Adventures with a Cardboard Tube, by Harry Milgram. Dutton.
The shapes that can be made using a cardboard tube.

Films to Watch

The Color and Shape Game. 8 mins., color. MMP
The Shapes We Live With. 16 mins., color. HRW
I Know an Old Woman Who Swallowed a Fly. (Sung by Burl Ives.) 6 mins., color. NFB
Little Blue and Little Yellow. 10 mins., color. McGraw-Hill

DECODING SKILLS

Objectives

Using context clues
Developing auditory perception of initial /h/
Taking chalkboard dictation
Forming new words using graphemic bases

Materials Needed

Chart 24, the phonemic chart for initial /h/
“H” Box.. In a shoe box, put nine objects, the names of six beginning with *h*, the names of three beginning with other letters; for example, a horn, a hat, some hair, a toy horse, a hook, a cardboard or candy heart; an eraser, a top, an elastic band
Lines on board for chalkboard dictation

Word Meaning

Read the following sentences, one at a time, making a marked pause where the word has been left out each time. Elicit from the children a word to complete each sentence. When a word has been suggested, repeat the sentence with that word in it. Have the pupils determine whether or not the word makes sense in the sentence and explain why.

Mr. Mugs saw some strange _____ at the funny zoo.
I like _____ stories best.
Carol drew a _____ of a funny rabbit.
David guessed the _____ to the riddle.
A kite is shaped like a _____.

Write the following incomplete sentences and words on the board. Have the pupils select the word that best fits each sentence and explain the reason for their choice.

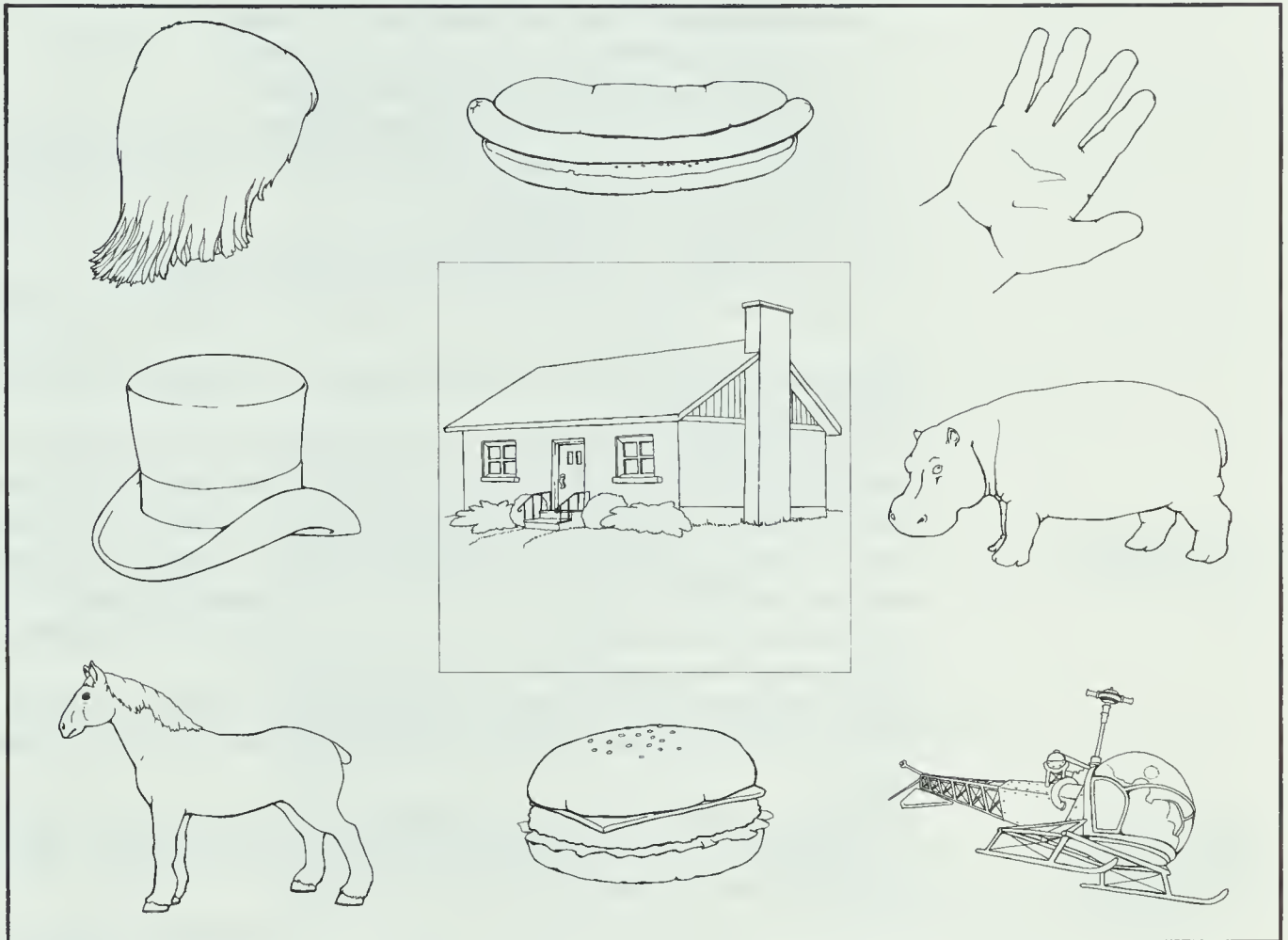
A dog can run	look
	fast
	run
See my pet	what

Using context
clues to
complete
sentences

Developing
auditory
perception of
initial /h/
Key word
"house"

Phonemic Analysis

A reminder to the teacher. A phoneme is a language sound, which we indicate as /h/. A grapheme is a letter which represents a language sound, which we indicate as h, H. The correspondence between sound and letter is indicated as /h/h, H.



Phonemic Chart /h/

Working with
the "H" Box

Place the "H" Box on your desk or on a table.

"I wonder what is in this box. Let's find out.

"Helga, will you come and take one thing out of the box? What is it?"

"That's right. Hold it up so that everyone can see it. What is it again? Put it beside the box."

Continue in the same manner until all the objects are out of the box.

"Who can make the sound of a panting puppy?" Let several children demonstrate the sound. "Today we are going to listen to words that begin with the 'panting puppy' sound. See if you can hear it in the word *house* — *house*. Did you hear it? Everybody, say *house*."

Hold up three objects from the "H" Box — horn, hat, horse — and have the children name them.

Repeat the three words and ask, "What do you notice about these words? Listen again."

This time add *house* to the beginning — "*House, horn, hat, horse*. Now do you notice something about these words? Yes, they all begin like *house*."

Put the items back down on the desk. Separate them so that they are not all in one place.

"Paul, will you come and pick up one of the things on the desk? What is it?"

"Yes, it's hair. Does *hair* begin like *house*? Everyone, does *hair* begin like *house*?"

"Yes, *hair* begins like *house*. Put the hair down on the other side of the box, Paul.

"Nona, will you come and pick up one of the things on the desk? What is it?"

"Yes, it's an elastic band. Does *elastic* begin like *house*? Everyone, does *elastic* begin like *house*?"

"No, *elastic* does not begin like *house*. Put the elastic band in the box, Nona."

Continue in the same manner until all the "h" items are on the desk and the others are in the box. Then pick up each item on the desk in turn. Say its name and have the children verify the fact that it begins like *house*. Then put the item in the box.

Display Chart 24, the phonemic chart for initial /h/. Check the pupils' recognition and understanding of the pictures by giving definitions such as the following. In responding, the child should go to the chart, point to the picture, and say the name of the pictured object.

It is something that some people live in. (house)

It is something that grows on your head. (hair)

You'll find this at the end of your arm. (hand)

It is something you wear on your head. (hat)

It is a round bun with meat and relish in the middle. (hamburger)

You can fly in this. (helicopter)

You can ride on this. (horse)

It is an animal you might see in a zoo. (hippopotamus)

This comes in a long bun. Some people like mustard on it. (hotdog)

When the pictures have all been identified in response to the definitions, point to each picture in turn and ask:

"What is the name of this picture? Yes, it's a hotdog. Does *hotdog* begin like *house*?" Etc.

When the pictured objects have all been named, say all the names again and lead the children to perceive that all the items pictured on the chart begin like *house*.

Ask all those whose names begin like *house* to stand up. Let each child say his or her name, as the others listen to see if it really does begin like *house*.

Say *house*, *here*, *hit*. Elicit that they all sound alike in the beginning. Continue in this way until the initial sound similarity is perceived by all.

Say *horse*, *hand*, *jump*. "Which words begin like *house*?" Repeat with other sets of three words until the pupils can easily discriminate between the initial /h/ sound and other beginning sounds.

Read the following incomplete sentences, one at a time, and let the pupils suggest a word to complete each one. Tell them that the word must begin like *house*. The answers given are suggestions only. Accept any correct responses.

Pete likes mustard on his _____. (hotdog, hamburger)

At the farm we saw some _____. (horses, hogs, hay, hens)

That's not my book. It's _____. (hers, his)

Comb the tangles out of your _____. (hair)

We use our ears to _____. (hear)

A rabbit doesn't run, it _____. (hops)

Helen gave her daddy a great big _____. (hug)

Let the children play the "Here I come" game. Have various children take turns being "it." The child who is "it" first engages in the following dialogue with the group.

Pupil: Here I come.

Group: Where from?

Pupil: Down the way.

Group: Let's play.

Pupil: This begins like *house*.

The pupil then pantomimes an action while the group tries to guess what he or she is portraying. Suggested actions are: *hammering*, *hunting*, *hopping*, *hitting*. Have the children give their guesses in complete sentence form.

Further practice is provided in *Mr. Mugs Book* and in the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," on page 275.

Matching
definitions
and pictures

Listening to
beginning sounds

Using context
and phonemic
clues to complete
sentences

Playing a game

Taking
chalkboard
dictation:
listening
and printing

Following the procedure established in Lesson 16, on page 242, have the children print the first letter of each word you dictate. The following words may be dictated in these suggested sentences:

Group 1

Will you come to my party — come?
A fish can swim — fish.
My pet loves a surprise — pet.
What a dog — dog!
I see Pat and Curt — see.
My mommy loves my daddy — my

Group 2

Please fill Baby's cup with milk — fill.
Daddy drinks coffee from a mug — mug.
My brother likes pop and so do I — pop.
Can you catch a football — catch?
My new doll has curly hair — doll.
That was a silly story — silly.

Group 3

Was Mr. Mugs ever a tiny puppy — puppy?
I have to go in before it gets dark — dark.
Let's make up some good riddles — make.
Lou likes salmon sandwiches — salmon.
Some boys like to fight — fight.
I like to help Mommy cook — cook.

Group 4

Who pinched me — pinched?
Mommy made doughnuts this morning — doughnuts.
How fast can you skate — fast?
Eat your ice cream before it melts — melts.
Let's have tomato soup for lunch — soup.
Little Jack Horner sat in a corner — corner.

Don't forget to reinforce recognition of the letters the children have printed by circling and erasing.

Structural Analysis

Forming new
words using
graphemic
bases

Print the following pairs of words on the chalkboard:

Pat
fat

can
fan

dog
fog

pet
set

run
fun

Have the part that is alike in the two words of each pair underlined and ask pupils to read the words.

Place the following questions on the board and have the pupils read silently to answer them. When the questions have all been read and answered, call upon pupils to read them aloud.

1. Can a fat dog run fast?
2. What is fog?
3. Is Mr. Mugs fun?
4. What is a fan for?

5. What can you set on a  ?

Objectives

Developing sentence awareness
 Extending sentence awareness to written material
 Composing sentences
 Recognizing and reading asking sentences; recalling the requirements of an asking sentence
 Noting use of *what* as an asking word
 Recognizing capitals and small letters

*Discriminating
 between complete
 and incomplete
 sentences and
 questions;
 completing
 sentences and
 questions*

Sentence Awareness

"What do we have to be sure of when we tell someone something or ask someone something?"

"Yes, we have to be sure to tell or ask the whole thing, so that the other person will know what we mean. I'm going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not."

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

We helped our teacher make Jello.
 She mixed the Jello powder with boiling
 We ate the Jello with a
 Do you like to . . . ?
 Do you like green . . . ?
 Would you like to make Jello again?

*Reading to
 complete
 sentences*

"Now I'm going to write something. Here's the first one." Print on the chalkboard:

Mr. Mugs loves a

"Read this with your eyes only." Sweep your hand under the incomplete sentence. As the pupils read silently, read the words aloud to them, ending with an unfinished intonation of the voice.

"Is this finished? Why not?"

"That's right. It isn't finished because it doesn't tell *what* Mr. Mugs loves. It doesn't tell the whole thing. Can anyone tell us what Mr. Mugs might love?"

"A bone? Let's put *bone* at the end, to see if it finishes the sentence. We'll have to use a picture, because we haven't learned the word *bone* yet."

Mr. Mugs loves a 



"Read this with your eyes only." Sweep your hand under the sentence. As the children read silently, read the sentence aloud to them, ending with a finished inflection.

"Is this finished now? Does it make sense? Yes, it is finished. It tells the whole thing. And it makes sense because most dogs do love bones.

"This sentence tells us something. What should I put at the end, to show that it is finished? Yes, I should put a period at the end." Put a period at the end of the sentence.

Mr. Mugs loves a 

Ask several children to read the completed sentence.
 Continue in the same manner with:

Tiger can get on a  .
 You can get a  .

*Composing
 sentences*

"Now it's your turn to make up some sentences."

Call upon various pupils to tell something or ask something. It may be necessary to suggest a topic; for example,

“Bobby, tell us what your favourite game is.”

“Kim, ask us something about school.”

Have the group decide if each telling or asking sentence tells or asks the whole thing and makes sense.

Print on the chalkboard:

Recognizing
and reading
asking sentences

What can Mr. Mugs see?

“What kind of sentence is this? How do you know?”

“Listen as I read this asking sentence to you.” Read the question, ending with a noticeable rising inflection.

“What did I do with my voice at the end? Listen again.”

Read the sentence, repeating as often as necessary, until the pupils note the rising inflection.

“Yes, I made my voice go up at the end. We always do this with asking sentences.

“Who will read the asking sentence for us?” Let several children read it, as the others listen to see if the reader’s voice goes up at the end. Check any tendency to exaggerate the rising inflection.

“Remember, always make your voice go up a little at the end when you are saying asking sentences, so that the person who is listening will know by the sound that it is an asking sentence.”

Recalling
requirements of
asking sentences

“Who can ask me something about Tiger? That’s a good sentence. Let’s write it on the board. Where do I begin? (At the left) “Why?” (An asking sentence begins at the left and goes to the right.)

“What kind of letter do I write at the beginning?” (A capital letter.) “Why?” (An asking sentence begins with a capital letter.)

“What should I put at the end?” (A question mark) “Why?” (To show that it is an asking sentence. To show where the asking sentence ends.)

“Who will come to the board and put the question mark at the end?”

If more practice is needed, have other children give asking sentences, and proceed in the same manner.

Noting what
as an asking
word

Place the following on the chalkboard and have the pupils answer the questions by circling the words or pictures that provide the best answers. Let the pupils put a box around the new word *what*.

What is for Daddy?



What is for Pat?

Mr. Mugs

Tiger

What is for Mommy?

a ball



What is for Curt?

Mr. Mugs

Tiger

When the exercise is finished, call attention to the position of the word *what* in each question. Lead the pupils to see that *what* is very often an “asking” word. When it comes at the beginning of a sentence, the sentence is usually an asking sentence.

Conclude the lesson by letting all the pupils make question marks on the board.

Sentence awareness is involved in “Decoding Skills: Using Context Clues” and in “Initial Writing: Building Sentences.” The use of complete sentences is required in the game “Here I Come” in “Decoding Skills: Phonemic Analysis.”

Alphabet Skills

Noting and
matching
capitals and
small letters

Discuss with the children the capitalized and small-letter forms — *What*, *what*. Place the following on the chalkboard and let the pupils match each capitalized form with its small-letter form by drawing lines between them.

What	ball	W	s
See	get	B	w
Get	what	S	b
Ball	see		

Skills Involved in Other Strands of the Lesson Plan

Capitalizing	Capital letters for the important words in titles is mentioned in “Initial Writing: Composing Stories.” Using capital letters at the beginning of asking sentences is reviewed in the lesson on asking sentences above and in “Initial Writing: Building Sentences.”
Using left-right progression	This is reviewed in the exercise on “Recalling the Requirements of Asking Sentences” above, and is involved in “Decoding Skills: Using Context Clues” and in “Initial Writing: Building Sentences.”
Using periods and question marks	The question mark is used in “Recalling the Requirements of Asking Sentences” above and in “Initial Writing: Building Sentences.” The period is used in “Reading to Complete Sentences” above.
Using language	In “Concept Development,” as in previous lessons.
Using verb forms with ing	In “Decoding Skills: Phonemic Analysis,” the word game “Here I Come” involves the use of verb forms ending in <i>ing</i> .
Noting words as units	This is strengthened in “Concept Development: Presenting the New Word” by having the new word framed, in the lesson on asking sentences above by having the new word boxed, and in “Alternate Strategies: Configuration” by observing the configuration of the new word.

INITIAL WRITING

Objectives

Giving individual story dictations
Building sentences



Materials Needed

Writing My Own Reader
Word banks
Word cards for *What* (new); for *can/Can, run, fast, see, surprise, Mommy, is, Mr. Mugs, a* (from word banks)
Punctuation card for the question mark (from word banks)
Rebus cards for *hear, smile, bus, and cat* (from word banks)
A strip of black paper for each child

Composing Stories

Writing My Own Reader	By now the pupils should be improving a lot in choosing appropriate titles for their stories. Leave the title to the last and ask, “What is your story really about?” As you print the title, point out the use of capital letters for the important words in a title. Don’t forget to enter the title in the table of contents.
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Building Sentences

Getting the cards ready	Ask the children to find the following cards in their word banks:			
	fast	can/Can	Mommy	a
	see	surprise	is	?
	run	Mr. Mugs		



Distribute the cards for:

What

Using the procedure established in Lesson 9, page 142, have the pupils build the following sentences, one at a time.

From Models


What can run fast?


What can see?

From Dictation

What can surprise Mommy?

What is Mr. Mugs?

What can  ?

What can  ?

Can a   ?

Can a   ?

When the sentences have all been built, let the children try building sentences of their own devising, using the new card and any of the cards in their word banks. Remind them to work from left to right, to make sure their sentences begin with a capital letter, and to use periods and question marks in the proper places.

Tidying up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

SEAT WORK

Mr. Mugs Book

Page 84. Word Recognition. Reading questions and circling the pictures that answer them.

Page 85. Auditory Discrimination of Initial Phoneme /h/. Coloring objects whose names begin like *house*.

Spirit Duplication Masters/ Self-Help Activities

Page 40. Auditory Discrimination of Initial Phoneme /h/. Coloring objects whose names begin like *house*.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words

Developing auditory perception of /h/

Practicing auditory discrimination of /f/

Snake Word-O
(Mr. Mugs Games)

Objective

Recognizing vocabulary words

Procedure

See “Snake Word-O” in Lesson 6, page 93. There will need to be cards for all the vocabulary words presented up to this point.

Configuration

Objective

Recognizing the shape of the new word *what*

Procedure

Print several times on the chalkboard the new word in both its capitalized and small-letter forms. Have the pupils come to the board and draw “frames” around the words.

Shake, Feel, and Guess

Objective

Practicing auditory discrimination of initial /f/

Number of Players

Two to four

Materials Needed

A can with the letter *f* attached to the outside
An assortment of objects whose names begin with *f* — fork, numeral 4, numeral 5, fish, file, flower, feather, fur



Procedure

Place one of the “f” items inside the can. The player shakes the can and tries to identify the object by the sound clue alone. If the player cannot do this successfully, he or she may feel the object, without looking at it.

Variation

Use with any beginning sound, changing the letter on the can and the concrete objects accordingly.

Put on a Happy Face
(Mr. Mugs Games)

Objective

Practicing auditory discrimination of initial /h/ and other phonemes previously presented.

Procedure

See “Put on a Happy Face” in Lesson 14, page 215. To reinforce auditory discrimination of /h/ there will need to be twenty cards picturing objects whose names begin with *h* and four others picturing objects whose names begin with *p*, *c*, *m*, *d*, *s*, or *f*.

The Sound Tree

(Mr. Mugs Games)

Objective

Practicing auditory discrimination of /h/

Procedure

See “The Sound Tree” in Lesson 4, page 70. There will need to be ten cards with pictures whose names begin with *h*, and three cards with pictures beginning with other letters. The key word card at the bottom of the tree will have *house* printed on it.

CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
Listening to a poem
Developing powers of observation
Interpreting a pictured situation and details

Developing Sight Vocabulary

Recognizing new words—*here's, it's*
Reading new words in chalkboard sentences
Identifying new words
*Acquiring awareness of contractions
Noting *you* as a separate word
*Reading to dramatize and answer questions

Readiness Reinforcement

Recognizing the color green
Recognizing shapes

Integrative Options

Physical Education—developing form and color perception
*Drama: developing personal awareness of vocal powers—dramatizing situations; role-playing; using puppets
Science: color—experimenting with green
Music—Integrating music symbols, word symbols, and spoken words
Books—looking at and listening to story books

Decoding Skills

Using context clues—listening and reading to supply missing words
*Developing the phoneme-grapheme correspondence /h/ *h, H*
Listening for initial sounds
My Sound and Letter Book—pasting in and drawing “h” pictures; printing *h* and *H*
Chalkboard dictation—listening to print the first letter of words beginning with *p, c, m, d, s, f, h*
Using graphemic bases *at, og, et* to form new words
Reading new words in sentences

Language Development

Developing sentence awareness
Reading to complete sentences and questions
Using periods and question marks
Composing sentences and questions
Matching capitalized and small-letter forms
Using language—noting strengths and weaknesses
Using and noting capitalization of names and in sentences
Using and noting left-right progression
Noting words as units

Initial Writing

Giving individual story dictations
Building sentences: using models; from dictation
Building sentences of own devising
Using left-right progression, capitalization, and punctuation in sentences
*Learning to print *h, H*

Seat Work

Mr. Mugs Book: pages 86, 87, 89—printing; practicing auditory discrimination of /h/; practicing phonemic analysis of *h*
pages 90, 91—practicing auditory discrimination of /p/, /k/, /m/, /d/, /s/, /f/, /h/; practicing phonemic analysis of *p, c, m, d, s, f, h*
Spirit Duplication Masters/Self-Help Activities:
pages 41, 42, 43—practicing auditory discrimination of /p/, /k/, /m/, /d/, /s/, /f/, /h/; practicing phonemic analysis of *p, c, m, d, s, f, h*

Alternate Strategies

Recognizing vocabulary words
Practicing auditory perception of /h/
Practicing phonemic analysis of *h*
Practicing auditory perception of /s/ and /f/
Recognizing shapes

Literary Appreciation Skills

Listening to a poem
Comparing items in a poem with personal experience
Valuing theme of a poem
Listening to supplementary story books
Giving individual story dictations

Comprehension:-

Literal Critical Creative

Valuing
Comparing
Drawing inferences
*Dramatizing sentences
*Answering questions
Drawing inferences based on experience
Relating to life
Stating preferences
Expressing and supporting opinions
Recognizing shapes
Using context clues to complete sentences
Checking pupil-completed sentences for sense

Listening

Listening attentively in discussions
Listening to note details
Listening to follow directions
Listening to pupils' dramatizations
Listening to match words to music
Listening to supplementary books
Listening to complete and check sentences
Listening to detect initial sounds
Listening to instructions for printing
Listening to print the first letters of dictated words
Listening to discriminate between finished and unfinished sentences
Listening to build dictated sentences



CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
 Listening to a poem
 Developing powers of observation
 Recognizing the new words *here's* and *it's*
 Acquiring awareness of contractions
 Noting *you* as a separate word
 Reading to dramatize and answer questions
 Interpreting a pictured situation and details
 Recognizing the color green
 Recognizing shapes

Materials Needed

Chart 25, or *Mr. Mugs*, page 38

Discussing
safety

Introducing the Theme

"If you live in a city, where are there safe places to play?"
 "Is there a park near your home? Do you ever play in it? What do you like to do in the park?
 What playthings are there there?"
 "Here is a poem about playing in the park. Let's see what this park is like."

Listening
for details

Playing in the Park

Oh, how I love
To play in the park!
I'd like to play there
From dawn until dark.

There are *so many*
Fun things to do there,
Like swinging on swings
High up in the air;

Like flying a kite,
Or catching a ball.
And meeting my friends —
That's best of all.

Oh, I *do* love
To play in the park!
I *wish* I could play there
From dawn until dark.

Anna Gibbs

Comparing
Valuing

“What can children do in the park in the poem? Can you do the same things in your park?”
“Is meeting your friends the best thing of all about a park? Why?”

Presenting the Chart

Developing
powers of
observation

“Pat and Curt like to play in the park too. Let's see what their park is like.”
Present Chart 25, or direct attention to the picture on page 38 of *Mr. Mugs*.

“There are so many things shown in the picture that it is hard to notice some of them. I'm going to tell you some of the things I see and you try to find them. Ready?”

“I see a water fountain. Do you see it? Where is it?”

“I see a ball? Do you see it? Where is it?”

“I see an apartment building? Do you see it? Where is it?”

“I see some garbage. Do you see it? Where is it?”

“I see a boy carrying a lunch bag. Do you see him? Where is he?”

“I see a pop tin. Do you see it? Where is it?”

“I see a drinking straw. Do you see it? Where is it?”

“I see a kite. Do you see it? Where is it?”

“I see a tree. Do you see it? Where is it?”

“I see a sign. Do you see it? Where is it?”

Inferring

“What do you think the sign says?”

Presenting the New Words

New Words

here's you it's

Noting Mr. Mugs

Point to Mr. Mugs in the picture and say, “Here's a dog. Can you see it? Who is it?” Elicit “It's Mr. Mugs.”

Meeting the
new words
in context

“Let's write this part about Mr. Mugs on the board.” Print on the chalkboard:

Here's a dog.
Can you see it?
It's Mr. Mugs.

Read the sentences to the pupils, then have various children read them. Ask a child to come up and draw a line under *here's* and *it's*.

Acquiring
awareness of
contractions

Point to the underlined words and say: "There is something different about these words. Let's see if we can find out what it is."

Print on the chalkboard:

Here is a jet.
Here's a jet.

It is a ball.
It's a ball.

Here is my surprise.
Here's my surprise.

It is a dog.
It's a dog.

Here is a pet.
Here's a pet.

It is Tiger.
It's Tiger.

Have the children read the pairs of sentences containing *here is* and *here's*. Lead the pupils to see that both sentences in each pair mean exactly the same thing, even though they look a little different. Help them to realize that *here's* is a short way of saying and writing *here is*.

Develop *it's* in the same manner.

For further practice, have the pupils read the following sentences. After a child has read a sentence, have him or her frame the new word.

Here's a ball.
Here's a jet.
Here's Curt.
Here's Mommy.
Here's a surprise.

It's for Daddy.
It's for Pat.
It's a pet.
It's on my jet.
It's a fast dog.

Noting
you as a
separate
word

So far the word *you* has been presented to the pupils for the most part in the phrase *thank you*. To strengthen recognition of *you* as a separate word, print the phrase *thank you* and have it read. Under it print *thank* and *you* as separate words. Have these read.

thank you
thank you

Reading to
dramatize and
answer
questions

Print the following sentences and questions on the chalkboard. Let the pupils read the sentences in Group 1 and have fun dramatizing the actions. Have them read and answer the questions in Group 2.

Group 1

1. You can run fast.
2. You can get a ball.
3. You can pet Mr. Mugs.
4. You can look.
5. You can see a surprise.

Group 2

1. Can you come here?
2. Can you thank Mommy?
3. Can you see?
4. Can you love Daddy?
5. Can you surprise Mommy?

Further Discussion on the Chart Theme

Chart 25
Inferring

Return to the discussion of the chart, or the picture on page 38 of *Mr. Mugs*, and ask:
"Why do you think Curt and Pat went to the park? What do you think they might do there?"
"What do you think Curt and his friend are talking about? Who do you think the person with Curt is?"

"Who might Pat play with?"

"Why do you think Curt brought Mr. Mugs to the park?"

"Where do you think the children in the park live? Why do you think so?"

"How did Curt and Pat get to the park?"

"What is the girl at the garbage can doing? What is Pat going to do with her garbage? What should Curt and his friends do with their garbage?"

"Why is it important for them to put their garbage in a garbage can?"

"What things can you do in your school and your community to keep them clean?"

"What are some things that can happen at a park that you like? Why do you like them?"

Inferring from
experience

Relating
to life;
valuing

Stating
preferences
Giving opinions
Valuing

- “What are some things that could happen at a park or playground that you don’t like? Why don’t you like them?”
- “Where is there a park or a playground close to your home?”
- “What is the name of your favorite park or playground? Why do you like it?”
- “If you could choose a place for a new park, where would you put it? What things would you put in your park? Why?”
- “Why do we have playgrounds and parks?”
- “Do you think that parks and playgrounds are good things to have? Why do you think so?”

Readiness Reinforcement

Concepts

The color green (review)
Shapes (review)

Recognizing
green

Noting shapes;
using powers of
observation

- “What do you see in the picture that is green and growing?”
- “Find some green clothing in the chart picture.”
- “What piece of play equipment is green?”
- “What shapes can you see in:
- (a) the sign on the garbage can?
 - (b) the ball?
 - (c) the water fountain?
 - (d) the kite?
 - (e) the sleeve of Pat’s sweater?
 - (f) Mr. Mugs’ tag?
 - (g) Mr. Mugs’ eye?”
- “Look around the classroom. What things do you see that are:
- (a) shaped like a circle?
 - (b) square?
 - (c) shaped like a triangle?
 - (d) shaped like a diamond?”

INTEGRATIVE OPTIONS

Physical
Education

Developing Form and Color Perception. At one end of the gym post a large chart on which there is a red circle, a green circle, and a blue circle, a yellow diamond, a green square, and a red triangle. On the floor of the gym place some balls and some hoops, some low sturdy boxes, square shapes outlined in rope, and triangles outlined with tape. Give each child a ball.

Direct the children as follows:

- “Hit the red circle on the wall with a ball.”
- “Run and touch the green circle on the wall.”
- “Hop to the blue circle on the wall.”
- “Hit the diamond on the wall with a ball.”
- “Hit the triangle on the wall with a ball.”
- “Hit the square on the wall with a ball.”
- “Hit one of the circles on the wall with a ball.”
- “Jump over the round objects on the floor.” (balls and hoops)
- “Hop on the square objects on the floor.” (boxes, rope squares)
- “Jump into the triangles on the floor.” (tape triangles)

Drama

Developing Personal Awareness of One’s Vocal Power. (a) Have pupils speak to each other in imaginary situations. Some pupils might like to work with a partner or in a small group; others might prefer to work alone.



The following situations could be dramatized:

- (1) Shopping in a supermarket
- (2) Talking with Santa Clause
- (3) Speaking with Grandma on the telephone
- (4) Arranging to have the TV repaired

(b) The pupils might put on an article of clothing and assume different personality roles. If you don't have a dress-up box, the following articles will serve to stimulate role-playing: a pair of glasses, masks, a lady's hat, a pair of high-heeled shoes, a purse, a man's tie, a man's hat, a fireman's hat, a construction worker's hardhat, pieces of materials of different textures — a lace curtain, for example, can be a veil, a skirt, or a cape. Keep the articles on hand in a box for future role-playing and dramatizations.

(c) Puppets are excellent for promoting conversation or story-telling. As in the above situations, some pupils might like to work with a partner while others might prefer to work alone.

Experimenting with Green. Place some green liquid (green food coloring in water) in several glasses. Let the pupils experiment with color shades by adding more water to one container, drops of yellow food coloring to some containers, and drops of blue food coloring to other containers.

Integrating Music Symbols, Word Symbols, and Spoken Words. Copy the first part of "Frere Jacques" on the chalkboard or overhead transparency.

Use the words below for the text. Again, decide with the children how many notes you need for each segment of words. (See Lesson 16, pages 237-238.)

Make reference to the chart and suggest that perhaps this is what Curt and Pat are singing to Mr. Mugs.

*Environmental
Studies:
Science*

Music



Can you see it? Can you see it?
Mr. Mugs? Mr. Mugs?

Then say, "Let's make up a pretend song for Mr. Mugs." (Put these words directly under the first set of words.)

I can see it! I can see it!
Pick it up! Pick it up!

As a variation, divide the children into two groups. Let one group sing Curt and Pat's part and the other sing Mr. Mugs' part.

Story Books

Books for Listening and Looking

Miranda's Magic, by Evaline Hasler. Macmillan, N.Y.

The children want to put on a circus but they have no place to do it. Helped by a retired circus magician, they are granted the public square as a playground.

Lost and Found, by Elaine Livermore. Houghton Mifflin.

A bird steals things from people in the park. A good mystery story for primary children.

Scram, Kid! by Ann McGovern. Viking.

A little boy, playing in a park, has trouble finding a group that will accept him, especially to play baseball.

All the Way Home, by Lore Segal. Farrar, Straus & Giroux.

A mother takes her children to the park. The little girl falls down and starts to cry. A sympathetic dog, cat, and bird see her and cry too. They all march home in a noisy, crying procession. There the superintendent of their apartment won't let them in because of the noise, so they have to continue marching and crying until the little girl feels like stopping her crying.

Walk Home Tired, Billy Jenkins, by Ianthe Thomas. Harper & Row.

An older sister tries to help her very tired little brother walk home from the park by imagining all sorts of conveyances — boats, cars, trains, etc.

Too Hot for Ice Cream, by Jean Van Leeuwen. Dial Press.

Two little girls go to the park on a very hot day.

Films to Watch

Color. 6 mins., color. EBF

Illustrates color in nature and art materials to stimulate experimentation and encourage children to put colors together in their own way.

Looking for Color. 10 mins., color. UEVA.

Color in nature and in everyday life.

Dangerous Playground. 18 mins., b&w. Pet. P

Two children play on a construction site. After several narrow escapes from accidents, the foreman sends them home.

Playground Safety. 11 mins., color. CORF

Three rules for playground safety — play in a safe area; keep out of the way of others; use equipment correctly.

DECODING SKILLS

Objectives

- Using context clues
- Developing the phoneme-grapheme correspondence /h/h, H
- Taking chalkboard dictation
- Forming new words using graphemic bases

Materials Needed

- Chart 24, the phonemic chart for /h/
- My Sound and Letter book
- Catalogues and magazines
- Scissors
- Paste
- Lines on board for chalkboard dictation
- Flipcards

Word Meaning

Using
context clues
to complete
sentences based
on Chart 24

Display Chart 24, the phonemic chart for /h/.
Read the following sentences, one at a time, making a marked pause where the word has been left out each time. Elicit from the children a word to complete each sentence. Refer them to the chart pictures for clues. When a word has been suggested, repeat the sentence with that word in it. Have the pupils determine whether or not the word makes sense in the sentence and explain why.

- The barber cut my _____ too short.
- If you're going out, put on your _____ and coat.
- I put a puppet on my _____ and told a story.
- The cowboy rode a big white _____.
- We had _____ and _____ at the barbecue.

Write the following incomplete sentences and words on the board. Have the pupils select the word that best fits each sentence and explain the reason for their choice.

Here's a	for Curt.	surprise
		come
		what
It's a fast		jet
		what
Mr. Mugs can see	it is.	get
		here's
Can Tiger see	?	it

Phonemic Analysis

Developing
the phoneme-
grapheme
correspondence
/h/h, H

Step 1: Listening. (a) Say the following words: *house, here, hand*. Have the pupils observe that they sound alike at the beginning. Point to each picture on the phonemic chart in turn and ask the children to name the pictured object. Have them notice that the words all begin like *house*. Elicit other words that begin like *house*.

(b) Read sentences similar to the following, and have the pupils listen for words beginning like *house*:

Daddy hung his hat on a hook.

Harry hurried home to hear his new record.

Mommy curled Helen's hair and helped her get dressed.

(c) Say a number of words, some beginning with *h* and some beginning with other letters. Have the pupils distinguish which words begin like *house*: *hand, peak, mat, heart, horn, hair*.

Step 2: Saying. Say some words beginning like *house*. Have the pupils watch your mouth closely as you pronounce the initial sound. Then check each pupil carefully as the pupils say the words after you.

"This is another time when you can feel your breath blowing. Hold your hand in front of your mouth and feel your breath blowing as you say *house* and *hand*."

Step 3: Seeing. Ask children whose names begin like *house* to stand up and tell their names. As the names are given, list them on the chalkboard in a column. Add names if necessary.

Henry
Howard
Helen
Heather

Have the pupils notice that they all look alike at the beginning and recall that they all begin with capital letters because they are names.

Print *house, here, hand* on the chalkboard and have the pupils notice that all these words look alike at the beginning.

Step 4. Printing. See "Initial Writing: Printing" on page 291.

h H

Let the pupils devote two pages to the consonant *h*. Have them cut pictures from catalogues or magazines and paste them into the book, or they may draw pictures if they prefer. Remind them that the name of each pictured object must begin like *house*. Have them print the letter under each picture, using capital *H* under some pictures and small *h* under others.

Additional practice is provided in the *Mr. Mugs Book* and the *Spirit Duplication Masters or Self-Help Activities*. See "Seat Work," page 291.

Reinforcement is given in "Alternate Strategies: Line-Up" on page 292, and "Build a Puzzle," on page 293.

Following the procedure established in Lesson 16, on page 242, have the children print the first letter of each word you dictate. The following words may be dictated in these suggested sentences:

Group 1

Help me push this heavy door open — push.

I can count to a hundred — count.

There are three children in my family — family.

The baby sat on a cushion on the floor — sat.

My big sister is going to a dance — dance.

I must not forget my lunch tomorrow — must.

Jerry's house is across the road from mine — house.

Adding to
My Sound and
Letter Book

Taking
chalkboard
dictation:
listening
and printing

Group 2

Do you have enough money to buy a hotdog — money?
Daddy's tie is blue with white dots — dots.
Let's go fishing on Saturday — fishing.
The clown wore a funny hat with a flower on it — hat.
You carry this parcel and I'll carry that one — carry.
Mommy had to patch my brother's jeans — patch.
Everyone looks happy on a sunny day — sunny.

Group 3

A rabbit hopped across our yard — hopped.
Did you put the pepper and salt on the table — pepper?
I hope we have pizza for supper — supper.
There was a full moon last night — moon.
Billy keeps his toys in a cardboard box — cardboard.
Elizabeth has a dimple in her chin — dimple.
The fog caused a lot of accidents last night — fog.

Group 4

A little duck swam in the pond — duck.
The plane taxied into the hangar — hangar.
Mommy has a new pant suit — pant.
Martha will be seven years old tomorrow — seven.
The king and queen lived in a big castle — castle.
Everyone likes a fairy tale — fairy.
Andy built a model plane — model.

Don't forget to reinforce recognition of the letters the children have printed by circling and erasing.

Structural Analysis

Forming new
words using
graphemic
bases

Suggest to the children that it is time to make some more new words by changing the first letters of words they know. Print the following columns of words on the chalkboard.

Pat	dog	jet
sat	fog	pet
fat	hog	met
hat		set

Working with each column in turn, have the pupils notice that the words do not look alike in the beginning but otherwise they are the same. Ask children to underline the parts that are alike. Have each word read aloud. If some children tend to say *P-at*, *h-at*, repeat what they have said and remark, "If you were talking about Pat, you wouldn't say *P-at*, would you? How would you say the name? Yes, that's right. You would say the whole word all at once. Now read the first word again.

"Now let's see if we can read the new words we have made when we see them in sentences." Print on the board:

Can a fat hog run fast?
Can Pat see a jet in a fog?
See my hat on Mr. Mugs.
Can you set a dog on a mat?

Call upon pupils to read the sentences aloud.

Give additional practice using flipcards.

jet	pat	dog
met	hat	hog
set	fat	fog

Using flipcards

LANGUAGE DEVELOPMENT

Objectives

Developing sentence awareness
Extending sentence awareness to written material
Composing sentences
Recognizing capitals and small letters
Noting language usage

*Discriminating
between complete
and incomplete
sentences and
questions;
completing
sentences and
questions*

Sentence Awareness

"What do we have to remember when we tell someone something or ask someone something?"

"Yes, we have to be sure to tell or ask the whole thing, so that the other person will know what we mean. I'm going to tell you some things and ask you some things, and I want you to decide if each one tells or asks the whole thing or not."

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the telling sentence or asking sentence is finished or unfinished. Elicit words from the pupils to complete the unfinished ones.

It is fun to play in the
My favorite game is
I often go to the park with my friends.
Do you like to fly a . . . ?
Will Mr. Mugs have fun?
Where do you cross a busy . . . ?

*Reading to
complete
telling
sentences*

"Now I'm going to write something. Here's the first one." Print on the chalkboard:

Mommy loves a

"Read this with your eyes only." Sweep your hand under the incomplete sentence. As the pupils read silently, read the words aloud to them, ending with an unfinished intonation of the voice.

"Is this finished? Why not?"

"That's right. It isn't finished because it doesn't tell *what* Mommy loves. It doesn't tell the whole thing. Can anyone tell us what Mommy might love?"

"A surprise? Let's put *surprise* at the end, to see if it finishes the sentence."

Mommy loves a surprise

"Read this with your eyes only." Sweep your hand under the sentence. As the children read silently, read the sentence aloud to them, ending with a finished inflection.

"Is this finished now? Does it make sense? Yes, it is finished. It tells the whole thing. And it makes sense because most people do love a surprise.

"This sentence tells us something. What should I put at the end, to show that it is finished? Yes, I should put a period at the end." Put a period at the end of the sentence.

Mommy loves a surprise.

Ask several children to read the completed sentence.

In the same manner, have the following completed:

Here's a dog on a

"Let's see if we can do the same thing reading asking sentences." Print on the board:

What can Mr. Mugs

“Read this with your eyes only.” Sweep your hand under the incomplete question. As the pupils read silently, read the words aloud to them, ending with an unfinished intonation.
“Is this finished? Why not?”
“That’s right. It isn’t finished because it doesn’t ask the whole thing. Can anyone tell us a word that might finish the asking sentence?”
“See? Let’s put it at the end, to see if it makes sense.”

What can Mr. Mugs see

“Read this with your eyes only.” Sweep your hand under the question. As the children read silently, read the question aloud to them, ending with a finished inflection.
“Is this finished now? Does it make sense? Yes, it is finished. It asks the whole thing. And it makes sense, because if we saw Mr. Mugs looking at something we might wonder what it is that he can see.
“This sentence asks us something. What should I put at the end, to show that it is finished and to show that it is an asking sentence? Yes, I should put a question mark.” Put a question mark at the end of the sentence.

What can Mr. Mugs see?

Have this question read several times.
In the same way, have the children complete:

Can Tiger get a

Composing
sentences

“Now it’s your turn to make up sentences.”
Call upon various pupils to tell something or ask something. If necessary, suggest a topic; for example,
“Marcelle, tell us what you saw on your way to school.
“Stevie, ask us something about playing ball.”
Have the group decide if each telling or asking sentence tells or asks the whole thing and makes sense.

Alphabet Skills

Matching
capitalized
and small-
letter forms

Place the following on the chalkboard and let the children match each capitalized form with its small-letter form by drawing lines between them.

Here’s	look	P	d
It’s	dog	C	f
You	it’s	M	p
Dog	you	D	h
Look	here’s	S	c
		F	m
		H	s

Recognition of the two forms of letters is strengthened in “Decoding Skills: Phonemic Analysis” and in “Initial Writing: Printing.”

Using Language

Noting strengths
and weaknesses

As the pupils engage in discussions and respond to questions, continue to notice their speech patterns and language usage. Note where improvements have taken place and where some guidance is needed.

Skills Involved in Other Strands of the Lesson Plan

Capitalizing

The use of capital letters at the beginning of sentences is reinforced in “Initial Writing: Building Sentences.” Capitalization of names is mentioned in “Decoding Skills: Phonemic Analysis.”

Using left-right
progression

This is involved in “Sentence Awareness” above and in “Initial Writing: Building Sentences.”

Using periods and
question marks

The use of the period and the question mark is involved in “Sentence Awareness” above and in “Initial Writing: Building Sentences.”

INITIAL WRITING

Objectives

- Giving individual story dictations
- Building sentences
- Learning to print *h* and *H*

Materials Needed


- Writing My Own Reader*
- Word banks
- Word cards for *Here’s* and *It’s* (new); for *You, can, run, fast, get, a, ball, look, thank, Mommy, surprise, pet, dog* (from word banks)
- Punctuation card for the period (from word banks)
- Rebus cards for *bus, bird, cat* (from word banks)
- A strip of black paper for each child
- Lines on the chalkboard for printing
- Spirit Duplication Masters* or *Self-Help Activities*, page 41

Composing Stories

As you take down the children’s dictated stories, continue to make frequent reference to left-right, top-bottom progression, the use of capital letters at the beginning of sentences and names, and the period to mark the end.

Building Sentences

Ask the children to find the following cards in their word banks:

You	fast	ball	Mommy	dog
can	get	look	surprise	.
run	a	thank	pet	



Distribute copies of the cards for the new words:

Here’s It’s

Using the procedure established in Lesson 9, page 142, have the pupils build the following sentences, one at a time.

From Models

- You can run fast.
- You can get a ball.

From Dictation

- You can look.
- You can thank Mommy.
- Here’s a surprise pet.
- It’s a dog.


Here’s a  .

Writing
My Own Reader

Getting the
cards ready

Building
telling
sentences

It's a  .

Here's a  .

When the sentences have all been built, let the children try building sentences of their own devising, using the new cards and any of the cards in their word banks. Remind them to work from left to right, to make sure their sentences begin with a capital letter, and to use periods and question marks in the proper places.

Tidying up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the strips of black paper for future use.

Printing

*Learning to
print H and h*

Teach the pupils how to print the capital and small-letter forms of *H*, *h*, beginning with the small letter and then going on to the capital. To do this, follow the procedure established in Lesson 7, on pages 107-109.

When the pupils have shown that they can print the letter correctly on the board, let them practice on their own, using page 41 of the *Spirit Duplication Masters* or *Self-Help Activities*.

Further practice is provided in the *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities*. See "Seat Work," below.

Reinforcement is provided in "Alternate Strategies," "Build a Puzzle," page 293.

SEAT WORK

Mr. Mugs Book

- Page 86. Printing/ Auditory Discrimination/ Phonemic Analysis of Initial Consonant *h*. Tracing letters; joining dots to form letters; using starting points to print letters. Pasting pictures whose names begin like *house* in the correct spaces.
- Page 89. Printing/ Auditory Discrimination of Initial Phoneme /h/. Tracing letters; joining dots to form letters; using starting points to print letters. Drawing pictures of objects whose names begin like *house*.
- Page 90. Auditory Discrimination/ Phonemic Analysis of Initial Consonants *f* and *h*. Joining dots to make letters *f* and *h*. Printing the letter that stands for the beginning sound of each pictured object.
- Page 91. Auditory Discrimination/ Phonemic Analysis of Initial *p*, *c*, *m*, *d*, *s*, *f*, and *h*. Circling the letter that stands for the beginning sound of each pictured object.

Spirit Duplication Masters/ Self-Help Activities

- Page 41. Printing. Tracing *h* and *H*; joining dots to form letters; using starting points to print letters.
- Page 42. Auditory Discrimination/ Phonemic Analysis of Initial *p*, *c*, *m*, *d*, *s*, *f*, and *h*. Circling the letter that stands for the beginning sound of the name of each pictured object.
- Page 43. Auditory Discrimination/ Phonemic Analysis of Initial *f*, *s*, and *h*. Printing the letter that stands for the beginning sound of the name of each pictured object.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words

Practicing auditory and visual perception of /h/h

Practicing auditory discrimination of initial /s/ and /f/
Recognizing shapes

Word
Recognition

Checkers

Objective

Recognizing vocabulary words

Procedure

See "Checkers" in Lesson 10, on pages 158-159.

Decoding
Skills:
Phonemic
Analysis

How Does It Begin?

Objective

Practicing auditory discrimination of initial /s/ and /f/

Procedure

See "How Does It Begin?" in Lesson 13, on page 199. The "s" and "f" objects from the "S" Box and the "F" Box will be used.

Decoding
Skills:
Phonemic
Analysis

Line-Up

Objective

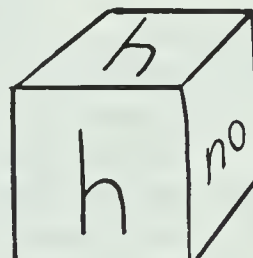
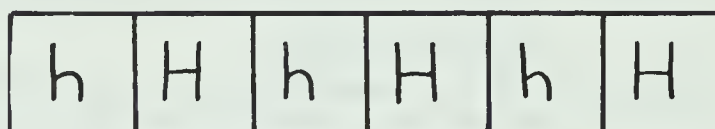
Practicing auditory discrimination of initial /h/

Number of Players

Two

Materials Needed

Two game boards, marked off in squares, with *h* and *H* printed on alternating squares



A set of picture cards, most of them bearing pictures whose names begin with *h* (at least ten) and a few with pictures whose names begin with other letters

A cube, with *No* on two faces and *h* on the others

Procedure

Give each player a board and stack the cards face down between them. The players roll the cube in turns. If a *No* turns up, the player misses that turn. If an *h* turns up, the player may

draw a card. If the card has an “h” picture on it, the player puts it on his or her board. If not, the card is put at the bottom of the pile. The first player to fill his or her board wins the game.

Readiness
Reinforcement:
Recognizing
Shapes

Sorting Shapes

Objective

Recognizing shapes

Materials Needed

A box containing an assortment of diamond, square triangular and circular cards cut out of cardboard in varying sizes

Procedure

The pupil dumps the cards out of the box and sorts them into four piles according to shape.

Decoding
Skills:
Phonemic
Analysis

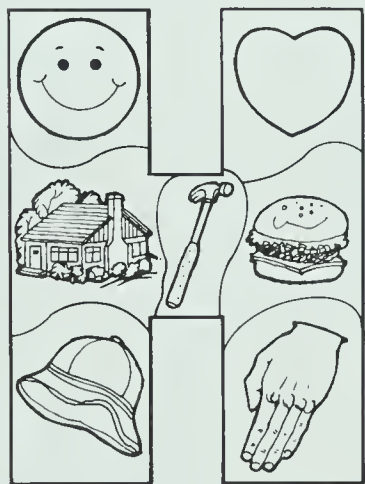
Build a Puzzle
(Mr. Mugs Games)

Objective

Developing auditory and visual perception of /h/h

Procedure

See Lesson 7, page 113.



CONCEPT DEVELOPMENT

Developing The Theme

Developing facility in oral expression
Listening to and valuing a poem
Enjoying choral speaking
Singing
Valuing charts, or pictures in *Mr. Mugs*

Developing Sight Vocabulary

Reading aloud chalkboard sentences
Noting left-right progression
Rereading silently for specific details
*Reading of *Mr. Mugs* independently
Recognizing vocabulary words
*Determining readiness for reading *Mr. Mugs* — *A Jet Pet* — readiness requirements, reinforcement singing

Readiness Reinforcement

Integrative Options

Book — looking at and listening to a story book

Decoding Skills

Language Development

Initial Writing

Completing individual story dictations
Building sentences of own devising
Using left-right progression, capitalization, punctuation in sentences
*Learning to print *g, G; j, J; y, Y; q, Q; v, V; w, W; x, X; z, Z*

Seat Work

Mr. Mugs Book: pages 92, 93, 94, 96 — recognizing vocabulary words
page 95 — practicing phonemic analysis of *p, c, m, d, s, f, h*
Spirit Duplication Masters/Self-Help Activities:
pages 44, 45, 46, 47, 48, 49, 50, 51 — printing *g, G, j, J, y, Y, q, Q, v, V, w, W, x, X, z, Z*
page 52 — practicing auditory discrimination of /p/, /k/, /m/, /d/
page 53 — practicing auditory discrimination of /s/, /f/, /h/
pages 54, 55, 56 — recognizing vocabulary

Alternate Strategies

Recognizing vocabulary words
Recognizing letters of the alphabet
Practicing auditory discrimination of /p/, /k/, /m/, /d/, /s/, /f/, /h/
Perceiving rhyme

Literary Appreciation Skills

*Listening to lyrics of a song
Valuing theme of a poem
Choral speaking
*Reading *Mr. Mugs* independently
Listening to a supplementary story book
Individual story dictations

Comprehension:-

Literal Critical Creative

Recalling details
Valuing
Finding words and sentences

Listening

Listening for details in a poem
Listening attentively in discussions
Listening to a poem to prepare for choral speaking
Listening to learn the words and tune of a song
Listening to supplementary stories
Listening to instructions for printing letters

*Initial Teaching of Skill

CONCEPT DEVELOPMENT

Objectives

Developing facility in oral expression
Listening to and enjoying lyrics of a song
Valuing charts, or pictures in *Mr. Mugs*
Reading silently and orally
Recognizing vocabulary presented in Level 1 to determine readiness for reading *Mr. Mugs – A Jet-Pet*

Materials Needed

Mr. Mugs dog, if available
All the picture cards, or *Mr. Mugs*
Vocabulary test sheet for each child, as on page 296

*Listening
to a poem*

Introducing the Poem and Song

“Does everyone here love Mr. Mugs?”
“Here’s a poem about loving Mr. Mugs. Listen, as I read it to you, to discover some of the things that make us love him.”

Mr. Mugs

Mr. Mugs, Mr. Mugs,
We love you very much.
Mr. Mugs, Mr. Mugs,
Your coat we love to touch.
When you bark Woof! Woof!
And you shake your shaggy coat,
Then we love you very much,
Mr. Mugs. — Woof! Woof!

*Recalling;
valuing*

“What things does the poem mention that make us love Mr. Mugs? Do you agree that these things make us love Mr. Mugs? What else makes us love Mr. Mugs?”

*Choral
speaking*

When the discussion of reasons for loving Mr. Mugs dies down, read the poem again. Then let the pupils join you in a choral arrangement, having the children say the words “Mr. Mugs, Mr. Mugs” (lines 1 and 3) and the “Woof! Woof!” in lines 5 and 8.

Singing

Tell the pupils that the poem is also a song, and ask if they would like to sing it.
Sing the song for them several times. Encourage the pupils to join in as soon as they can, and practice singing it until all are participating.
If you have the Mr. Mugs dog, the children might like to group themselves around it and sing the song for the whole class or for another group. (The music is on page 298.)

Valuing the Charts

*Valuing
the charts*

Display all the picture charts used so far, and encourage each child to decide which one he or she likes best. Have the pupils tell why the chart selected is their favorite and point out some of the details in the picture. This may be done with the pictures in *Mr. Mugs*, if the charts have not been used.

Oral and Silent Reading

*Reading
sentences*

Place the following sentences on the board and have pupils read them aloud. As each child reads, sweep your hand from left to right under the sentence.

Come on, Mr. Mugs.
Here comes Curt.
It's in here.
I can get a ball.
It's for Mommy.

Run fast, Pat.
I can surprise you.
Tiger loves Mr. Mugs.
Here's a jet for Curt.
Look, Daddy. See my pet dog.

Rereading
silently for
specific details

Reading
independently

Identifying
vocabulary words

"Find a word that begins like *Daddy*."
"Find a word that begins like *Mommy*."
"Find two sentences that tell what you can do."
"Find the sentence that tells about two animals."
"Find the sentence that tells where something is."
If *Mr. Mugs* is available, let the pupils read it on their own. Some pupils might like to take a copy home, to read to their parents and friends.

Vocabulary Test

Duplicate the following and test each pupil individually for automatic recognition. Call each child to your desk and have him or her read the words on the sheet. Put a check mark beside each word read correctly. Then let the child take the sheet back to his or her place and color around each word checked.



Additional word recognition checks are provided in *Mr. Mugs Book* and the *Spirit Duplication Masters* or *Self-Help Activities* (see “Seat Work” on pages 299-300) and in “Alternate Strategies: Treasure Chest” on pages 300-301.

Determining Readiness for Reading

Mr. Mugs— A Jet Pet

To the Teacher

Readiness requirements	During the past twenty lessons, based on the charts or on Level One, Book One, <i>Mr. Mugs</i> , all the words for Level One, Book Two, <i>Mr. Mugs – A Jet-Pet</i> , in the <i>Starting Points in Language Arts</i> series have been taught. It is recommended that the use of the textbook be withheld until the child has mastered the words. Allow only one or two errors at the most.
Reinforcement	<p>Continue working with pupils who have not mastered these basic sight words, using experience stories, charts, alternate strategies, giving practice in matching words, doing visual memory activities, etc., until they arrive at the point where they are ready to make the transition to the reading of books.</p> <p>From the outset, the teacher should strive to weight the program with real “experiences.” This is particularly important for pupils learning at a slower rate. The use of experience charts, chalkboard stories, and individual story dictations incorporates the pupils’ own vocabulary, their mode of expression, and their past experiences as the transitional base for reading instruction. Therefore, rather than “go over” the charts again, the alert teacher will try through new experiences to develop the words necessary for the reading of <i>Mr. Mugs – A Jet-Pet</i>.</p>

Celebrating the End of the Chart Stage

Singing	When the pupils are ready to begin reading <i>Mr. Mugs – A Jet-Pet</i> , they might enjoy celebrating to the end of the chart stage by singing the following to the tune of “Here We Go Round the Mulberry Bush.” (Substitute the appropriate day in place of “Monday”).
---------	--

We’re Ready to Read

Now we’re ready to read a book,
Read a book,
Read a book.
Now we’re ready to read a book.
We’ll start on Monday morning.

First we’ll take a look at the book,
A look at the book,
A look at the book.
First we’ll take a look at the book.
We’ll look on Monday morning.

Then we’re going to open the book,
Open the book,
Open the book.
Then we’re going to open the book.
We’ll open it Monday morning.

And then at the pictures we’ll take a look,
Take a look,
Take a look.
And then at the pictures we’ll take a look.
We’ll look on Monday morning.

And then we’ll start to read the book,
Read the book,
Read the book.
And then we’ll start to read the book.
We’ll read on Monday morning.

INTEGRATIVE OPTIONS

A Song to Sing

Mis - ter Mugs, Mis - ter Mugs, we love you ve - ry much

Mis - ter Mugs, Mis - ter Mugs, your coat we love to touch.

When you bark WOOF WOOF and you shake your shag - gy coat

Then we love you ve - ry much Mis - ter Mugs WOOF! WOOF!

Story Book

A Book for Listening and Looking

The Polly Cameron Picture Book, by Polly Cameron, Coward-McCann.

Three stories in one volume — “The Dog Who Grew Too Much,” “The Cat Who Wouldn’t Purr,” and “A Child’s Book of Nonsense” — by the author of “I Can’t Said the Ant.”

INITIAL WRITING

Objectives

Giving individual story dictations

Building sentences of own devising

Learning to print *g, G, j, J, y, Y, q, Q, v, V, w, W, x, X, z, Z*

Materials Needed

Writing My Own Reader

Word banks

A strip of black paper for each pupil

Lines on the chalkboard for printing

Spirit Duplication Masters or *Self-Help Activities*, pages 44, 45, 46, 47, 48, 49, 50, 51

Composing Stories

Have you now taken at least five dictation stories from each pupil? If not, try to finish up as soon as possible.

Building Sentences

Building own
sentences

Let the pupils build sentences of their own devising, using the cards in their word banks and building the sentences, one at a time, on the strip of black paper. Remind them to work from left to right, to make sure their sentences begin with a capital letter, and to use periods and question marks in the proper places.

As each pupil completes a sentence, have him or her show it to you and read it to you.

Tidying up

When everyone is finished, have the cards put back in the word banks and the word banks returned to the shelf. Collect the black strips for future use.

Printing

Learning to
print g, G,
j, J, y, Y,
q, Q, v, V,
w, W, x, X,
z, Z

The printing of *g, G, j, J, y, Y, q, Q, v, V, w, W, x, X, z, Z*, may be taught at this point to those pupils who are ready and able to handle the accelerated printing program. Follow the procedure established in Lesson 8, on page 129. When the pupils have demonstrated their ability to print each of the letters correctly on the chalkboard, give them for individual practice, *Spirit Duplication Masters* or *Self-Help Activities*, pages 44 for *g, G*; 45 for *j, J*; 46 for *y, Y*; 47 for *q, Q*; 48 for *v, V*; 49 for *w, W*; 50 for *x, X*; and 51 for *z, Z*.

SEAT WORK

Mr. Mugs Book

Page 92. Word Recognition. Coloring objects whose words you can read.

Page 93. Word Recognition. Reading sentences. Answering questions by circling pictures or words.

Page 94. Word Recognition. Coloring lollipops according to color names printed on them.

Page 95. Auditory Discrimination/ Phonemic Analysis of Initial Consonants *p, c, m, d, s, f*, and *h*. Printing the letter that stands for the beginning sound of the names of objects.

Page 96. Word Recognition. Coloring objects whose words you can read.

Spirit Duplication Master/ Self-Help Activities

Page 44. Printing *g, G*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 45. Printing *j, J*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 46. Printing *y, Y*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 47. Printing *q, Q*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 48. Printing *v, V*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 49. Printing *w, W*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 50. Printing *x, X*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 51. Printing *z, Z*. Tracing letters; joining dots to form letters; using starting points to print letters.

Page 52. Auditory Discrimination of initial */p/, /m/, /d/*. Coloring objects whose names begin like *Pat, Curt, Mommy, Daddy*.

Page 53. Auditory Discrimination of initial /s/, /f/, /h/. Coloring objects whose names begin like *surprise*, *fish*, and *house*.

Page 54. Word Recognition Review. Coloring the objects whose words you can read.

Page 55. Word Recognition Review. Reading sentences and circling corresponding pictures.

Page 56. Word Recognition Review. Coloring the objects whose words you can read.

ALTERNATE STRATEGIES

Objectives

Recognizing vocabulary words

Recognizing letters of the alphabet

Practicing auditory perception of initial phonemes

Practicing rhyming skills

Treasure Chest

Objectives

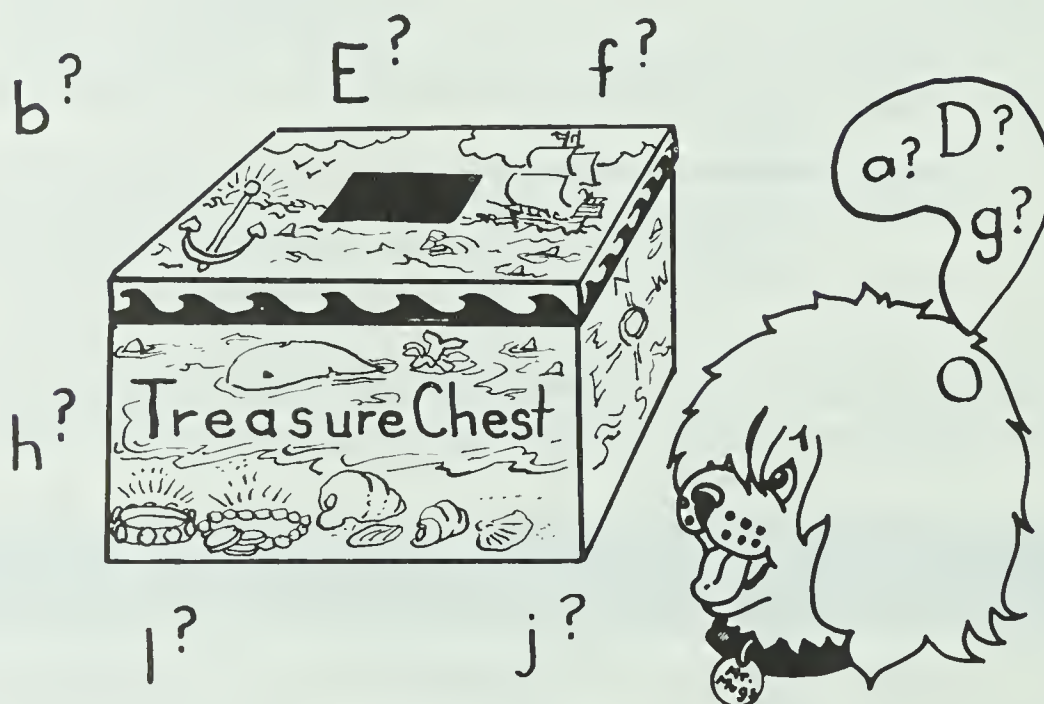
Recognizing vocabulary words

Recognizing letters of the alphabet

Number of Players

Any number

Word
Recognition;
Language
Development:
Alphabet Skills



Materials Needed

An attractive homemade treasure chest

A set of word cards for all the words in the core vocabulary

A set of alphabet cards for both capitals and small letters

Procedure

Place the alphabet cards inside the treasure chest. Arrange the word cards on the chalk

ledge.

A player is asked to draw a letter from the treasure chest and find all the words beginning with that letter. If the child can pronounce the words, he or she may choose the person to take the next turn. Some letters will not have corresponding words. In these cases, the pupils may be asked to say the names of the letters.

*Decoding
Skills:
Phonemic
Analysis*

The Sound Tree

(Mr. Mugs Games)

Objective

Practicing auditory perception of initial phonemes /p/, /k/, /m/, /d/, /s/, /f/, /h/

Procedure

See "The Sound Tree" in Lesson 4, on pages 70-71.

*Decoding
Skills:
Perceiving
rhyme*

The Rhyme Tree

Objective

Practicing rhyming skills

Procedure

See "The Rhyme Tree" in Lesson 10, on page 160.

Mr. Mugs – A Jet-Pet

Selection	COMPREHENSION Literal	COMPREHENSION Critical – Creative	Literary Appreciation
Introducing the Reader	Becoming familiar with the new reader Learning how to handle a book Discussing cover, title, and table of contents Reading the table of contents		Learning how to handle a book Discussing cover, title, and table of contents
A Jet Pages 6-11	Noting details Expressing the main idea in a title Recalling the functions of a title Noting the story title Identifying characters Reading silently, then orally Reading two pages at a time Finding and reading specific sentences	Interpreting a picture Applying knowledge from outside sources Speculating on what the story may be Posing reading-purpose questions Relating personal experiences Inferring Predicting Noting feelings	Contributing to an experience chart Composing a title Recalling functions of a title Noting characters' feelings
Daddy Pages 12-15	Noting details Reading silently Checking Reading orally Recalling reading purposes	Interpreting picture Inferring Speculating Posing reading-purpose questions Predicting Conjecturing	
Surprise Pages 16-19	Noting details Reading the title Reading silently, then orally Reading to find a specific word Identifying person spoken to	Interpreting picture Inferring Speculating Posing reading-purpose questions Inferring Inferring feelings Reading orally to convey emotions Relating to life Predicting	Inferring character's feelings Relating to life Identifying character being spoken to
Thank You Pages 20-22	Discussing a picture Noting actions Discussing the title Reading silently, then orally Reading to locate a specific word	Interpreting picture Valuing the title Noting feelings Inferring feelings Relating to life Speculating Reacting to a picture	Inferring characters' feelings Valuing a title Relating to life
Comprehension Check Pages 6-22	Rereading independently Retelling in own words; recalling sequence of events	Conjecturing Inferring	Rereading independently for enjoyment
Curt Loves Mr. Mugs Page 23	Discussing dog care Discussing pictures Noting details Reading the title	Commenting on picture activities Relating personal experiences Valuing a reason Applying knowledge from outside sources Inferring	
Pat Pages 24-27	Noting details Reading silently Checking – reading to support predictions Reading to find a specific word Understanding choice of word	Predicting Interpreting picture Listening to value proof of reader's point Posing reading-purpose questions Speculating Reading orally to express character's emotions Inferring characters' feelings Relating to life	Inferring characters' feelings Understanding choice of a descriptive word

Selection	COMPREHENSION Literal	COMPREHENSION Critical – Creative	Literary Appreciation
Tiger Pages 28-32	Noting details Expressing main idea in a title Reading silently to verify predictions Reading orally Reading a whole page orally Identifying speaker and one spoken to Checking predictions with picture	Interpreting picture Inferring feelings Inferring Predicting Speculating Reading orally with appropriate expression	Inferring characters' feelings Contributing to an experience chart Composing a title
Comprehension Check Pages 24-32	Rereading independently Grasping the story line Retelling story in own words		Reading independently to grasp story line
A Surprise for Tiger Page 33-37	Noting details Reading the title Reading silently to check ideas Reading to find specific lines or sentences Reading orally in unison Reading silently for specific information Reading orally to prove identity of speaker and what was said Checking – reading orally to prove findings	Predicting Valuing a picture Valuing a story situation Inferring feelings Interpreting picture Speculating about title Posing reading-purpose questions Reading orally with appropriate expression Inferring Relating personal experiences Expressing opinions	Inferring characters' feelings Identifying speaker and person spoken to Reacting to a picture Relating to life Using a picture to supplement the text
Comprehension Check Pages 24-37	Rereading independently for enjoyment and grasp of story line Retelling story in own words	Inferring feelings Valuing – selecting funniest part of story	Reading independently for enjoyment and grasp of story line Inferring characters' feelings Appreciating and valuing humor of situation
Tiger-Cat Tim Poem Pages 38-39	Listening to a poem Discussing a poem Noting details Recalling details	Valuing choice of name Inferring Comparing cat in poem with cat in story Relating to life Predicting	Listening to a poem Discussing a poem Noting and recalling details of a poem Comparing cats in story and poem Relating to life
A Ball Pages 40-44	Noting details Reading title Reading silently, then orally Finding answers in pictures Proving inference by picture details Reading silently to find and read aloud specific parts Reading pictures on two pages to resolve suspense Reading silently to verify predictions Checking answers to reading-purpose questions	Speculating Relating to life Explaining how to play a game Posing reading-purpose questions Interpreting picture Valuing a playing location Predicting Inferring Reading orally with appropriate expression Reacting to a picture Inferring from experience Inferring sounds from experience Inferring feelings	Feeling suspense Reading quickly to resolve suspense Reacting to pictured situation Relating to life Adding dimension of inferred sounds to heighten effect of text and pictures Inferring characters' feelings Identifying with story character Inferring actions of absent character
After a Bath Poem Page 45	Checking predictions with picture Listening to a poem to learn the words	Reacting to a picture	Listening to a poem for enjoyment Appreciating rhythm in poems and jingles
What a Dog! Pages 46-50	Understanding significance of a picture detail Reading lines to support inferences – understanding reason for feelings	Combining effect of title and picture detail to predict story line Inferring feelings Inferring reason for feelings	Combining significance of pictured detail with title to anticipate story line Inferring characters' feelings Feeling suspense and reacting

COMPREHENSION

Literal

Reading specific lines orally
Noting details
Checking answers to reading-purpose questions
Grasping what has happened

Selection

Comprehension
Check
Pages 40-50

Rereading independently for enjoyment
Supporting opinions with reasons
Following directions

My Dog
Poem
Page 51

Listening to a poem to make a comparison
Noting details
Supporting opinions with reasons
Recalling details

A Surprise
for Mommy
Pages 52-55

Realizing events in reader take place in one day
Reading two pages at a time
Noting details
Reading silently
Reading orally to support understanding
Reading silently to find specific information
Recalling details
Supporting inferences with reasons

A Jet-Pet
poem
Pages 56-60

Noting details
Reading the title
Listening to discover what is said
Noting setting
Recalling a speculation and noting supporting details
Recalling details
Reading together

Comprehension
Check
Pages 50-60

Rereading independently
Retelling first part of story
Summarizing "A Jet-Pet"

Mr. Mugs
Poem
Page 61

Noting details
Listening to verify speculations
Listening to learn words
Speaking together

What a Dog!
Pictures
Pages 62-63

Reading the text
Recalling incidents called to mind by pictures and text

COMPREHENSION

Critical – Creative

Posing reading-purpose questions
Predicting
Interpreting a picture
Reading orally with appropriate expression
Reacting spontaneously to pictured situation
Identifying with story characters
Reading in dramatic fashion
Valuing story title

Retelling story in own words
Valuing characters' actions
Suggesting games
Expressing opinions
Inferring feelings
Identifying with story character
Discussing sequels – extending story line
Inferring actions

Comparing dog in poem with Mr. Mugs
Expressing opinions
Inferring feelings
Inferring from experience

Relating to life
Interpreting pictures
Posing reading-purpose questions
Inferring
Inferring feelings
Valuing a character's idea
Valuing a character's drawing
Valuing a name
Valuing the surprise

Valuing the title
Relating to life
Conjecturing
Interpreting pictures
Speculating
Commenting on pictures
Predicting
Inferring

Inferring what other characters might be doing
Relating dreams

Interpreting a picture
Speculating

Enjoying pictures

Literary Appreciation

to outcome
Identifying with story characters
Reading in dramatic fashion to heighten enjoyment of story

Rereading independently for enjoyment
Understanding characters' actions and feelings
Identifying with story characters' feelings
Suggesting sequels – extending story line

Listening to a poem
Comparing dog in poem with Mr. Mugs
Inferring feelings
Enjoying pictures and poem

Realizing time span of reader stories
Relating to life
Relating story and title
Inferring feelings

Valuing the title
Listening to a story in verse
Noting setting
Inferring feelings
Recalling details that contribute to understanding of story
Appreciating rhythm
Reading together

Rereading independently
Retelling and summarizing story line
Extending story to other characters through inference
Relating to life

Listening to a poem
Learning words and speaking poem together

Recalling stories about Mr. Mugs
Selecting favorite episodes
Sharing enjoyment of *Mr. Mugs – A Jet-Pet* with family and friends
Rereading *Mr. Mugs – A Jet-Pet* independently for enjoyment

Plans for Teaching Level One, Book Two

Mr. Mugs – A Jet-Pet

GENERAL SUGGESTIONS

Readiness for reading	During the chart lessons, the pupils should have learned all the words used in <i>Mr. Mugs – A Jet-Pet</i> and the reading skills necessary for reading at this level. They have also met all the chief characters, who are now old friends. This first real encounter with a book, therefore, should be a happy, relaxed experience.
Reading the book	This book should be read rather quickly — as quickly as the children can and want to read it. There are no “skills” lessons suggested for this reason. There should be an interpretation of pictures, a setting of purposes, and then the reading of the story. By this time the pupils should be quite familiar with the left-to-right progression in reading and they should also be capable of reading the short page as a unit, rather than line by line.
Amount of guidance	<p>An average amount of guidance is suggested in the lesson plans in this guide book. The teacher will need to use her or his judgment as to how much each group will require. By the end of the chart stage, there will undoubtedly be some children who are quick to grasp a pictured situation and relate the reading text to it. These pupils will not want too much guidance but will be anxious to forge ahead to savor the story. Be careful not to slow these children down.</p> <p>On the other hand, there will probably be some children who will need more than the suggested questioning to understand the pictured situations and the relationship of the text to the pictures. Give these children as much help as they need to grasp the story line thoroughly. The objective of this reader is to foster a feeling of achievement. Too much haste with the slower readers may result in leaving the children with a sense of frustration rather than achievement, and a deeply rooted conviction that reading is a difficult and sometimes baffling procedure.</p>
Developing purposes for reading	<p>In the lesson plans an attempt is made to get the pupils to ask their own questions and set up their own purposes for reading. Little children can think. They can interpret a picture, size up a situation, and make judgments, if they are encouraged to do so. Like grown-ups, if the problem is their own, more energy will be put into finding an answer.</p> <p>This, however, takes time, and some pupils are better at it than others. The less alert pupils will not know what questions to ask; they must be helped in the formulating of them. Many pupils are quick to grasp details and draw inferences. Others need to be asked specific questions until they grasp the essential. If a teacher asks all the questions and sets up all the purposes, pupils get little chance to do real thinking. In the initial stage it will take longer, but even the slowest pupil will become more proficient with practice.</p>
“Lip-reading”	The teacher should watch for “lip-reading” during silent reading and call this to the attention of the child. Stress the fact that the first reading is done silently; the words need not be spoken or whispered.
Finger-pointing	Finger-pointing should be discouraged. It may be that some children need this extra help at the beginning to give them confidence, but it should be discontinued as soon as possible, before it becomes a habit. If there are children in the group who are unable to focus their eyes on one line at a time, give them markers to place under each line as they read. This, too, should be eliminated once the disability is overcome.
Maintaining vocabulary and skills	Since this book is to be read quickly, most pupils will easily retain the vocabulary and skills learned during the chart or <i>Mr. Mugs</i> lessons. If a group is proceeding very slowly, and the teacher feels that vocabulary and skills may be forgotten, some seatwork exercises or some of the “Alternate Strategies” games should be used to maintain them. Suitable games are listed on pages 324-325 of this guidebook.
Building confidence through success	The children who are given <i>Mr. Mugs – A Jet-Pet</i> should experience success and a great feeling of confidence and satisfaction. They should be allowed to take the book home as soon as they finish it so that they can share their joy. Having done this, you will have sent them racing down the road to successful reading.

SUGGESTED HANDLING OF THE STORY LINE

Reading to
follow a
story line

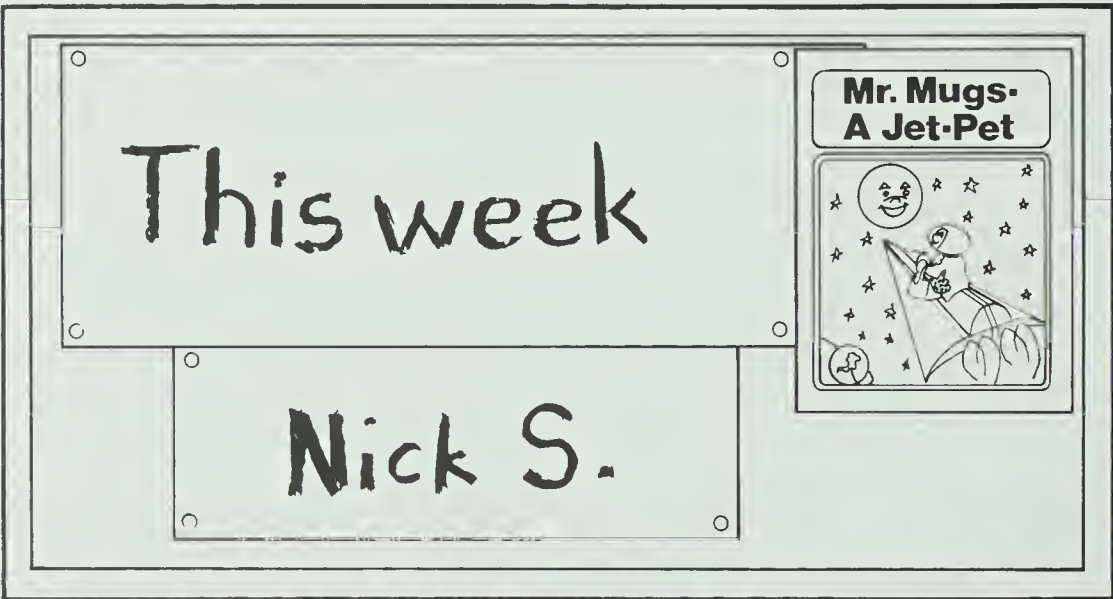
Up to this point, the children’s reading has been confined to reading one picture and the text applying to it. Now they are going to experience following a story line through several pages in their own reading of text and pictures. Although titles are provided for each minor event, these divisions are too short for story-line purposes. Their function is to provide main ideas to help in the interpretation of the pictures and text and to keep the young readers on the track. To provide enough material for story comprehension, it is suggested that the text be divided into four or five episodes, as follows:

- Pages 6-22. Mommy and Curt meet Daddy at the airport. Curt is given Mr. Mugs as a surprise, and he thanks his parents for his pet.
- Pages 24-37. Back home from the airport, Curt introduces Mr. Mugs to Pat, Mr. Mugs and Tiger encounter each other, and the children and pets play together.
For slower readers, this section may be broken at the end of page 32.
- Pages 40-50. Pat and Curt and Mr. Mugs play. Pat’s mother, coming home from the store, pauses to watch Curt imitate a jet, and Mr. Mugs steals a package of bologna sausage from her bundle buggy when no one is looking.
- Pages 52-60. That evening Curt draws a picture of Mr. Mugs on a jet as a surprise for his mother. When Curt goes to bed, he dreams that Mr. Mugs flies to the moon on a jet and has a hot-dog party with the moon dogs.

A SUGGESTION FOR HANDLING THE BOOKS

Distributing
and collecting
books

To encourage children to take turns distributing and collecting the readers, post on the bulletin board a notice that will designate the child who will be responsible for this task for the week. Write the child’s name on a separate card and tack the card on the notice. Change the name card only when a new helper is chosen.



An additional advantage of this practice is that each group may be known by the name of the distributor — “Mary’s Group,” “John’s Group” — instead of being given such would-be tactful names as “Brownies,” “Elves,” “Rabbits,” etc., which fool no one, least of all the children.

INTRODUCING THE READER

Becoming
familiar with
the book

Distribute copies of *Mr. Mugs – A Jet-Pet* and let the pupils have a few minutes to examine it. If necessary, show the pupils how to hold the book and turn the pages. Discuss the cover, the title, and the contents page.



*Becoming aware
of the hyphen*

*Reading the
table of
contents*

If anyone notices the hyphen in *Jet-Pet*, explain that this is the way we sometimes show that two words belong together.

As the pupils look over the contents page, they will be thrilled to find out that they can read all the titles of the stories that they will find in the book. Let them conjecture what the stories might be about, using the titles as clues. The recognition of familiar words will give the pupils security and confidence as they anticipate reading the book.

Pages 6-11

Pages 6-7

A Jet

Picture Study

This picture is to be used to stimulate oral language and to begin the story line that is woven throughout the entire reader. *Mr. Mugs – A Jet-Pet* depicts the events of one day in the life of Curt and his family and friends. The airport picture sets the scene for the opening episode.

Most pupils will have some familiarity with an airport, either through personal visits or through seeing airport scenes on TV or in the movies. Begin by asking,

“What do you see in this picture?”

Allow time for the pupils to observe and think. Then, one by one, have them tell what they see in the picture.

“How many of you have been to an airport? How many have seen airports on TV?”

“What are some other things that you can see at an airport?”

As the children respond, build some of their observations into an experience chart on the chalkboard. Be sure to use the pupils’ own words. The chart might be somewhat as follows:

Ginette said, “You can see the place where the bags go round and round till people get them.”

Nick said, “You can watch the jets come in and go out.”

Lou said, “You can see the place where people wait for the planes.”

When the chart has been completed, ask the children to listen as you read it to them, to try to think of a good title for the chart story. Remind them that a title should tell what the story is about. When a suitable title has been decided upon, print it at the top of the chart, and read title and chart to the pupils.

Noting details

*Applying
knowledge from
outside sources*

*Building an
experience chart*

*Expressing
the main idea
in a title*

Developing Pupil Inquiry

*Noting the
story title*

Call attention to the words printed on page 6 and ask a child to read them. Explain that this is the title of the first story and have them speculate on what a story with this title might be about.

*Setting
purposes
for reading*

Ask the children what they would like to find out in the story. In the beginning it may be necessary, until the children realize what is wanted, to model some of the purposes, for example, "I want to find out what will happen at the airport, and I want to find out who will be there."

Write the two questions on the board and read them aloud.

What will happen at the airport?

Who will be at the airport?

"Let's read the story to see if we can find the answers to these questions."

Developing Pupil Response

Pages 8-9

"Well, look who's here! Do you know them?" The children should readily identify Mommy and Curt.

Noting details

"Where are Mommy and Curt? What are they looking at?"

*Relating personal
experience*

"Have you ever watched a plane taxi up to the airport building and stop? Tell us about it."

Allow time for a few brief reminiscences.

Reading

"What do you think Curt is saying? Read the words on page 9."

Have the children read the text silently, then call upon a pupil to read it aloud.

Inferring

"Do you think Curt said these words before the jet stopped or after it stopped? Why do you think so?"

Predicting

"What else do you think Mommy and Curt might see? Let's turn the page and find out.

Pages 10-11

"What are Mommy and Curt looking at this time?"

Reading

"What do you think they are saying? Read the sentences to find out. Read the sentences on page 10 first and then read the sentences on page 11." Hold your copy of the book up and point to the pages as you give these directions.

"When we read a book, we always read what is on the left page first, and then what is on the right page."

After the silent reading, ask: "Who can find the sentences that tell what Curt said?" Ask a pupil to read them aloud.

"Who can find the sentences that tell what Mommy said?" Have these read aloud also.

"How do Mommy and Curt look in this picture?"

"Yes, they look happy and excited. I wonder why. Do you think they might have come to the airport to meet someone who is coming on this plane? Who do you think it might be?"

Allow the pupils to make suggestions.

"Let's turn to the next page to see who is right."

*Finding and
reading
specific parts*

Noting feelings

Predicting

Pages 12-15

Daddy

Developing Pupil Inquiry

*Developing
background*

Have the pupils turn to pages 12-13 and look at the pictures.

"Who have we here? Yes, it's Curt's daddy. How many guessed that it might be Daddy?"

"What is happening in this picture?" The children should grasp at once that the jet has landed and Daddy has come home. Have the title noted and read aloud.

*Interpreting
the pictured
situation*

Call for an interpretation. Pupils with greater interpretive ability will note that Daddy has just come down the steps from the plane and that Mommy and Pat are probably looking down at him from the balcony of the airport building.

If the pupils have difficulty making interpretations, guide them with specific questions, such as: "How does Daddy feel? Where has he been? How long do you think he was gone? Do you think he sees Curt and Mommy? What makes you think so? Where will he meet them?"

"What else do you see in the picture?"

<p>Setting purposes for reading</p>	<p>“What are the men lifting out of the plane? What do you think is in it?”</p> <p>“What do you want to find out in this story?”</p> <p>In the light of the picture discussion, the children will probably want to know the following. (Model the questions for them if necessary.)</p> <p>Where will Daddy meet Mommy and Curt?</p> <p>What is in the big crate (box) the men are taking out of the plane?</p> <p>“Let’s read the story to see if it tells us the answers to these questions.”</p>
<p>Page 14 Noting details</p> <p>Reading Predicting Page 15 Noting details Reading Noting details</p> <p>Inferring Recalling purposes</p> <p>Conjecturing</p>	<p>Developing Pupil Response</p> <p>Direct attention to page 14. Have the pupils look at the picture and read the words under it.</p> <p>“What is happening in this picture?”</p> <p>“What do you see right behind Daddy and Mommy and Curt?”</p> <p>“Does this give us an answer to one of our questions? What does it tell us?”</p> <p>“What is Curt saying?” Ask a child to read the words aloud.</p> <p>“What do you think will happen next? Look at the picture on page 15 and read the sentences.</p> <p>“What is happening in this picture?”</p> <p>“What is Daddy saying. Read his words to yourself. Now, who will read them aloud to us?”</p> <p>“What is Daddy pointing at? The sign on the building says ‘Air Cargo.’ Does anyone know what that means?” Make sure the children understand that it is the place where people go to claim any big boxes or packages they have had sent with them on the plane.</p> <p>“Why do you suppose they are going there?”</p> <p>“Have you found answers to all our questions yet? What do we still want to know?” If the children can’t remember, remind them that we still don’t know what was in the crate the men took off the plane.</p> <p>“Do you think that might be what Curt and Mommy and Daddy are going to get? Let’s read the next story to see if that is right.”</p>
<p>Pages 16-19</p>	<p>Surprise</p>
<p>Pages 16-17 Noting details</p> <p>Reading Telling Feelings Setting purposes for reading</p>	<p>Developing Pupil Inquiry</p> <p>Direct attention to the picture on pages 16-17.</p> <p>“What is happening in this picture?”</p> <p>“What are the men wheeling into the part of the building where Mommy and Daddy and Curt are? Do you think it is the same crate we saw the men taking off the plane?”</p> <p>“What is the title of this story? Who can read it for us?”</p> <p>“How do surprises make you feel?”</p> <p>“What do you want to find out in this story?” The pupils will probably want to know:</p> <p>What is in the crate?</p> <p>Whom is the surprise for?</p>
<p>Reading</p> <p>Inferring</p> <p>Page 18</p> <p>Inferring feelings</p>	<p>Developing Pupil Response</p> <p>“Let’s read the story to see if we can find the answers to our questions.</p> <p>“Read the sentences on page 17 to find out what Daddy is saying.”</p> <p>After the silent reading, have a pupil read Daddy’s words aloud.</p> <p>“Whom do you think the surprise is for? Why do you think so?”</p> <p>“Curt doesn’t know what the surprise is yet. Let’s turn the page to see if we can find out what it is.”</p> <p>“<i>Surprise!</i> Look who’s here! Did you guess that the surprise might be Mr. Mugs?” Some of the pupils may have guessed that it was Mr. Mugs in the crate because of his appearance in the charts, but they will be thrilled to find out that they were right.</p> <p>“How does Curt feel?”</p>

Reading
Page 19
Inferring feelings
Predicting

“What is Curt saying? Who can read what he is saying for us? Try to read it the way Curt would say it. Make your voice sound surprised and excited.”

“Read the one word that tells what kind of dog Mr. Mugs is.” (surprise) Encourage comments with the question,

“Would you like to have a dog like this? Why?”

“Look at the next page. What is Daddy doing?”

“What do you think Daddy is saying? Read it to yourself, to see if you are right.”

“Who will read aloud to us what Daddy is saying? Whom is he talking to?”

“How does Mr. Mugs look? Do you think he is glad to be off the plane and out of the crate?”

“What do you think will happen next? What will Curt do? What will he say to Mommy and Daddy? Let’s read the next story to find out.”

Pages 20-22

Thank You

Developing Pupil Inquiry

Direct attention to the picture on page 20. Encourage comment with the question, “What is happening here?”

Let the pupils talk about the picture. Ask them about feelings as well as actions, encouraging discussion of how Curt feels, how Mommy and Daddy feel, and how Mr. Mugs is talking it all. If these comments are not forthcoming from the pupils, ask specific questions until these ideas are grasped.

Developing Pupil Response

Have the title read and ask for opinions about it. “Do you think it is a good title? Why? What did Curt say to Mommy and Daddy?”

Initiate a discussion with, “What is happening here? Do you think Curt and Mr. Mugs like each other?”

“How do you think Curt feels as he hugs Mr. Mugs? How would *you* feel if *you* were hugging a dog like that?”

“What do you think Curt is saying?” Let the pupils suggest what Curt might be saying, then have them read to verify their ideas.

“Did Curt say what you thought he’d say? What did he say? Who will read aloud for us what he said?”

“I wonder what they will do now. What would you do now if you had this dog?”

“Let’s turn the page to find out what they do.”

Invite comment by saying, “How do you feel about this picture?” Direct attention to feelings as well as actions. The pupils will note how Mr. Mugs feels and how he shows it — by licking Curt’s face.

Lead the pupils to predict what Curt would say to show how he feels. Then have them read to see if they were right.

When they have finished reading, ask: “Were you right? What did Curt say? Read the one word that he said to show that the dog was *his*.” (my)

“Read the word that tells us that Curt really didn’t know he was going to get such a dog.” (surprise)

Let several children demonstrate how they would feel if Mr. Mugs were their dog.

COMPREHENSION CHECK

Rereading for Enjoyment

This is the end of the first episode in the day’s adventures of Curt and Mr. Mugs. Before checking on the children’s grasp of the story line, allow them to read the text and pictures on pages 6-22 again on their own. This will heighten their enjoyment of reading and will serve to refresh their memory of what happened at the beginning of the story, which the exciting advent of Mr. Mugs may have dimmed somewhat.

Rereading text and pictures independently

Checking Comprehension

*Retelling
the story*

When the children have finished this rereading, encourage them to try to retell the story in their own words. Some groups may need prompting questions to help them remember the sequence of events.

Thinking About What Was Read

*Conjecturing
Inferring*

“Where do you think Daddy might have been? Why do you think he went there?”

“Do you think Mommy knew Daddy was going to bring Mr. Mugs home for Curt? What makes you think so?”

“How do you suppose Mommy and Curt went to the airport to meet Daddy?” Lead the children to see that Mommy must have driven the car to the airport because they would not be allowed to bring Mr. Mugs home in the limousine or on the bus.

“Why do you think Mommy and Daddy got Mr. Mugs for Curt?”

Integrative Options

Singing

Now that they have seen how surprised and happy Curt was to get Mr. Mugs, the children would enjoy singing again “I wish I had a dog like Mr. Mugs.” The words and music are on page 169.

*Making
bookmarks*

Some children might like to make bookmarks to mark their place in the reader. Suggest that they draw the head of Mr. Mugs as a decoration on their bookmarks.

Page 23

Curt Loves Mr. Mugs

Developing Pupil Inquiry

*Discussing
dog care*

“Now that Curt has Mr. Mugs, he will have to help look after him. What are some of the things he will have to do?” Most children will have a fairly good idea of caring for a dog, either through personal experience or friends’ personal experiences, or from programs and commercials on television.

When some ideas have been offered, direct the pupils to open their readers to page 23.

Developing Pupil Response

*Discussing
the pictures*

“Here are some pictures of Curt doing things for Mr. Mugs.”

Let the pupils discuss what Curt is doing in each picture. Encourage them to comment freely on the activities shown, telling about some experiences they have had in helping to do similar things for their pets, and offering any extra bits of information that occur to them.

*Reading
the title*

“Do you think Curt minds having to do these things for his pet? Why, or why not?”

“The title at the top of the page gives one good reason why Curt doesn’t mind. Who will read it out loud for us?”

Valuing

“Yes, Curt loves Mr. Mugs. Do you think that is the best reason of all to make Curt glad to take care of his pet?”

Pages 24-27

Pat

Developing Pupil Inquiry

*Developing
background*

“When Curt gets home from the airport what do you think he will do? Whom will he want to show his new pet to?”

“Let’s read the next story, to see if our ideas are right.”

Page 24

Direct the children to find page 24 in their readers and look at the picture. Ask, “What do you think is happening?”

Interpreting the picture	<p>The pupils will probably remark that the family has returned from the airport and that Curt has taken his dog outside. They may note that Pat and her parents are walking along the street and that Curt is waving to Pat. They may assume that Curt wants to show Mr. Mugs to Pat.</p> <p>“How many of you guessed that Pat would be the person Curt would want to show his dog to?”</p> <p>“What do you want to know about this story?” Expect such questions as:</p> <p>Will Pat come over? What will happen? Will Pat like Mr. Mugs? Will Mr. Mugs like Pat?</p>
Setting purposes for reading	
Reading and checking	<p>Let the pupils speculate about what Curt is saying on page 24. Then have them read page 24 silently, to see if they find any answers to their questions and to find out what Curt is saying.</p>
<h3>Developing Pupil Response</h3>	
	<p>When the silent reading is finished, ask: “Did you find answers to any of your questions? Were your ideas about what Curt was saying right?”</p> <p>Have pupils tell what they thought Curt was saying, then read orally the lines that proved they were right. Encourage each reader to read with expression, in the way Curt would call out the words.</p> <p>Note. Observe whether any children are reading too loudly. A high-pitched or loud voice is often an indication of nervous tension or confusion. Read a page for the child who needs help and have him or her try to lower his/her voice to a more natural pitch.</p>
Predicting	<p>Before directing attention to the next page, refer to the children’s questions and suggest that some of the answers may appear. Ask, “What do you think Pat will do?” Some may predict that she will come immediately, while others may say she might be frightened when she sees the big dog.</p>
Page 25	<p>A glance at page 25 will furnish a check on predictions and supply answers to some of the pupils’ questions. Continue the picture study with:</p>
Interpreting the picture	<p>“Were your ideas correct? What did happen? Explain what you see in this picture.”</p> <p>The pupils will probably speak of how Pat feels and why; how Mr. Mugs feels and what he wants to do; and how Curt feels. “What do you think Curt is saying? Read his words to yourself.”</p>
Reading and checking	<p>After the silent reading, ask: “Were you right about what Curt would say? What was your idea?” Have pupils read orally the parts that prove they were right. Make sure the others listen to the oral reading to decide whether or not the lines read prove the reader’s point. Children must have a specific purpose for <i>listening</i> as well as for <i>reading</i>.</p>
Page 26	<p>By this time the pupils will probably have grasped the idea of picture study so well that they will comment immediately about what is happening. They will note that the dog, in his friendliness, has knocked Pat down, and that, far from being afraid, Pat is laughing and enjoying the fun.</p>
Noting feelings and reactions	<p>This is a good page for discussing feelings and reactions. The less alert pupils may need the stimulation of more specific questions:</p> <p>“How does Pat feel about what Mr. Mugs is doing? How would you feel?”</p> <p>“Has a dog ever licked your face?”</p> <p>“What does Curt think of it all? What might he be saying?”</p>
Reading	<p>After a number have given their ideas, have the page read silently.</p> <p>After the silent reading ask: “Were you right?” Have the lines read that prove or disprove a point.</p>
Predicting	<p>“Curt called his dog a special name. What is it? Read the word that tells you.” (pet)</p>
Page 27	<p>Before going to the next page, ask: “What do you think Pat will say about Mr. Mugs? Let’s look at page 27 to find out.”</p> <p>“What is happening in this picture?”</p>

Reading	<p>“What do you think Pat is saying? Read her words to yourself.”</p> <p>When silent reading is over, let several children read Pat’s words aloud, trying to say them as she would.</p> <p>“Did anyone expect that Pat would say something else?”</p>
Checking	<p>“What kind of dog does Pat say Mr. Mugs is? Why would he be a <i>surprise dog</i> to Pat?”</p> <p>“Have all our questions been answered? Does Pat like Mr. Mugs? Does Mr. Mugs like Pat?”</p>
Inferring feelings	<p>“How does Curt feel?”</p> <p>“Pat’s mommy and daddy have been watching what happened. How do they feel?”</p>
Predicting	<p>“What do you think will happen next? Let’s read the next story to find out.”</p>

Pages 28-32

Tiger

Picture Study

Page 28	<p>This picture will serve to bring Pat’s pet kitten, Tiger, on the scene. It introduces two stories about Tiger and Mr. Mugs.</p>
Interpreting the picture	<p>“What do you see in this picture? What is Tiger doing? How do you think Tiger is feeling? Do you think he has seen Mr. Mugs yet? Why, or why not?”</p>
Building an experience chart	<p>Record some of the pupils’ observations in an experience chart, using the children’s exact words. The chart might be somewhat as follows:</p>
Expressing the main idea	<p>Tom said, “I think Tiger is coming over to Curt’s house.”</p> <p>Karen said, “I think Tiger is happy and he wants to play.”</p> <p>Jamie said, “I don’t think Tiger has seen Mr. Mugs yet ‘cause he doesn’t look scared.”</p> <p>When the chart has been completed, ask the children to suggest an appropriate title. Remind them that a title should tell what the picture and the story are about.</p>

Developing Pupil Inquiry

Setting purposes for reading	<p>“Do cats and dogs usually like each other? Do you think Tiger and Mr. Mugs will like each other?”</p>
Page 29	<p>“What do you think will happen when they meet? Let’s look at page 29.”</p>

Developing Pupil Response

Reading	<p>Let the pupils speculate what Pat might be saying on page 29, then have them read silently. When they have finished reading, ask: “Did you think Pat would say that? Read what she said.”</p>
Page 30	<p>“Now what will happen? Let’s turn the page quickly to find out.”</p>
Interpreting the picture	<p>“What is happening in this picture?” The pupils will note that Tiger has jumped out of Pat’s arms and both animals have run some distance from the children; that Pat is talking to Curt and does not see what is happening. They may suggest that Mr. Mugs looks friendly and ready to play; that Tiger looks frightened and has his hair standing on end. If these points are not suggested, draw them out by specific questions.</p>
	<p>Note. Pupils who can interpret pictures and grasp implications quickly need only a little time to discuss a picture. They should proceed quickly to what they want to learn further from the text — that is, they formulate questions to be answered by silent reading. However, students whose language growth is slow need more specific questions and more time so that ideas are grasped orally before they attempt to interpret these from the text.</p>
Reading	<p>“How does Curt look? What do you think he will say? Read his words to find out.”</p> <p>“What is Curt saying? Who will read the whole page aloud for us?”</p>
Inferring	<p>“Why do you think Curt told Pat to get Tiger, instead of getting the kitten himself?” Lead the children to see that Curt knew the kitten was frightened and might be more frightened if he ran</p>

towards it. He felt it would be better for Pat to run and get the kitten because Tiger loves and trusts her.

Page 31 “Look at the picture on page 31.” The children should note at a glance that Tiger has started to run and Mr. Mugs is chasing him; that Mr. Mugs is enjoying the chase but Tiger is still frightened.

Reading “Read what someone is saying.”

“Who is speaking? Whom is Curt speaking to?”

Let a child read Curt’s words, trying to say them the way Curt would be saying them.

Inferring “Why didn’t Mr. Mugs obey Curt?” Remind the children that Curt just got Mr. Mugs and the dog hasn’t learned to obey him yet.

Predicting “What do you think will happen next?” Some may suggest that the two pets will become friends; others may say that there will be a fight. Some may feel that Pat will get Tiger and take him home.

Page 32 Turn to page 32 and check predictions with the picture.

Interpreting the picture “What is happening here?” The children will note that Pat has got Tiger; that the kitten has calmed down; that Pat is trying to make the kitten understand that Mr. Mugs is a friend; and that Mr. Mugs is friendly and wants to shake paws with Tiger.

Reading “What might Pat be saying as she holds Tiger up for Mr. Mugs to see? Read to yourself, to see if you are right.”

After the silent reading ask: “What is Pat saying? Who will read it aloud for us?”

Inferring “Why would Pat thank Mr. Mugs for Tiger?” The children may suggest that Mr. Mugs chased Tiger over where Pat could get him, or that Pat was thankful that Mr. Mugs was friendly and didn’t hurt her pet.

COMPREHENSION CHECK

Rereading and retelling the story Most groups should be able to continue on to the end of the episode, but with slower groups it would be wise to pause briefly at this point to check their grasp of the story line. Have the pupils read pages 24-32 again independently. Then let them retell in their own words what has happened so far, prompting them with questions if necessary.

Pages 33-37

A Surprise for Tiger

Developing Pupil Inquiry

Predicting “Now that Mr. Mugs and Tiger have met, what do you think will happen? Do you think that Tiger will still be frightened of the big dog, or do you think the two pets will become friends?”

“Let’s turn to the next story to find out.”

Page 33 “Look at the picture. Does this tell us what we were wondering about?” The children will note that Mr. Mugs looks friendly and is wagging his tail; that Tiger seems to have got over his fright and has put his little paw on Mr. Mugs’ big one.

Noting picture details Call attention to the title of the story and ask a child to read it aloud. Let the children speculate on what Tiger’s surprise might be. After several suggestions have been made, ask what the children want to find out in the story. The response will probably be:

What is Tiger’s surprise?

Developing Pupil Response

Reading “How would Curt feel when he saw Mr. Mugs making friends with Tiger? What would he say? Read his words at the bottom of the page to see if you are right.”

After the silent reading ask: “What did you find out? Read the line that tells you Mr. Mugs is willing to be Tiger’s friend.”

Page 34 Allow the pupils to comment freely about the picture.

Valuing “Why do you like this picture? How do you think Tiger feels about Mr. Mugs now?”

Reading “What do you think Pat might say as she watches the pets? Read to find out what she says.”

After the silent reading, ask someone to read it as Pat would say it. Then allow the group to read it together.

Inferring

“Why would Pat call Mr. Mugs a surprise dog now?”

“Which sentence tells us that Tiger is willing to be friends with Mr. Mugs now?”

*Building
anticipation*

“We were wondering if Tiger and Mr. Mugs would become friends, and now we know they have. But we still don’t know what Tiger’s surprise will be. Let’s read on, to see when we will find out.”

*Page 35
Noting details*

“I don’t see Tiger’s surprise here, do you? What is happening in this picture?” The children will note that Tiger is getting bolder now, and is starting to climb up on Mr. Mugs.

*Inferring
feelings*

“How does Mr. Mugs look? How do you think he feels when he sees Tiger climbing up on him?”

*Reading for
specific
information*

“What else would you like to find out on this page?” The pupils will probably want to know who is speaking and what is being said. When questions have been posed, write them on the board. Then have the children read silently.

Note. It is important that pupils be encouraged at times to make judgments and set their own purposes for reading. This increases meaning and understanding. Pupils can do this if they are given the opportunity. Where teachers ask all the questions and set all the purposes, there is little real pupil thinking taking place.

When the pupils have read silently, ask: “Did you find what you wanted? What did you want to know?” Have pupils read aloud to prove who was speaking and what was said about Tiger.

The pupils will size up the situation quickly and will enjoy it. Allow pupils to comment on the picture and on personal experiences that may be called to mind by this incident. Have them read silently to find out who is speaking and what is said.

“Do you think this is Tiger’s surprise?” Some pupils may feel that Tiger would be surprised when Mr. Mugs stood up while the kitten was on his back.

“How many think there may be a bigger surprise coming for Tiger? Look at the picture on the next page.”

“Did you guess that this would happen? What is the surprise for Tiger?”

Invite comments on how Mr. Mugs feels and on how Tiger is taking it all. Ask, “Is there anything else you want to know about this picture?”

Encourage questions and help the pupils formulate some. They may want to know what Pat thought of this and what Curt might have said. When definite questions have been formulated and written on the board, let the children read silently to find the answers.

After the silent reading ask: “Did you find the answer to your question? What was your question? Read the lines that give you the answer.”

Those who were wondering what Pat said will find nothing in the text. Draw attention to the expression on her face. “How do you think she feels?”

“Do you think Mr. Mugs knew what he was doing? Why do you think he did that? Read the line that tells you what Mr. Mugs loves.”

COMPREHENSION CHECK

Rereading for Enjoyment

This is the end of the second episode of Curt’s first day with Mr. Mugs. Let the pupils read the whole episode, pages 24-37, again on their own, to enjoy the story again and refresh their memory.

Checking Comprehension

When the children have finished this rereading, encourage them to try to retell the story in their own words. Give help if it is needed.

Thinking About What Was Read

“Pat’s mommy and daddy were watching when Pat first met Mr. Mugs. How do you think they felt when Mugs jumped up and knocked Pat down?”

*Inferring
feelings*

“How would they feel when they saw that Pat was laughing and enjoying the fun?”
 “What do you think Pat and Curt hoped when Mr. Mugs and Tiger first met each other?”
 “Do you think Curt would love Mr. Mugs even more after seeing how Mugs acted towards Pat and Tiger? Why?”
 “What do you think was the funniest part of the story? What made it funny?”

Valuing

Integrative Options

Increasing
observation
and visual
memory

To promote careful observation, let the children play “Three Quick Looks.” Display a picture for a quick look and ask the children to tell what they saw in the picture. Then say, “Now I will give you another look. Try to see something you did not see before.” After a brief discussion give the children a last look and say, “Make this the best look of all.” Let the children tell what the last look revealed.

Pages 38-39

Tiger-Cat Tim

Introducing
the poem

“Why do you suppose Pat called her pet kitten ‘Tiger’?”

The pupils will volunteer that this name was chosen because the kitten has black and yellow (or orange) stripes like a tiger.

“I am going to read you a poem written by a lady who had a kitten like Tiger. Listen to hear what she said about her kitten.”

Read the poem as the children listen. Then reread it, verse by verse, as follows:

“The first verse tells us what Timothy Tim looked like. Listen to see if he looked like Pat’s Tiger.” Read the first verse, then have the children pick out the details of Timothy Tim’s size and coloring. “Do you think he looked like Pat’s Tiger? How was he the same? How was he different?”

“The next verse tells us about Timothy Tim’s tongue. What is a kitten’s tongue like? Have you ever been licked by a kitten? What did its tongue feel like? Listen to see what Timothy Tim’s tongue was like and what he could do with it.” Read the second verse, then have the pupils recall the details. “What did Timothy Tim like to do after he had had his milk and had washed himself?”

“After reading about Tiger and Mr. Mugs, we know that Tiger likes to play. Timothy Tim liked to play, too. Listen to what he liked to do.” Read the third verse, and discuss the details with the pupils. Let some pupils tell briefly how their kittens like to play.

“Just as children don’t stay children forever, neither do kittens stay kittens. Let’s hear what happened to Timothy Tim when he drank all his milk and ate all his meat and vegetables.” Read the last verse, then have the children tell what happened to Timothy Tim. “Does anyone here have a big ‘lazy old, sleepy old cat’ at home? Do you still love him, even if he isn’t a playful little kitten any longer? Do you think Pat will still love Tiger when he gets to be a ‘lazy old, sleepy old cat’?”

“Now let’s listen to the whole poem again, just to enjoy it.”

Let the children draw pictures of Timothy Tim as a kitten and as a “lazy old, sleepy old cat”.

To add to the vividness of the description in the poem, have the pupils feel a piece of velvet and a piece of fine sandpaper, to note the contrast between the feel of a kitten’s fur and its rough little tongue.

Drawing

Sensory
perception

Pages 40-44

A Ball

Developing Pupil Inquiry

“Curt and Pat played together with their pets all morning, until it was time to go in for lunch. After lunch, Curt and Mr. Mugs came out to play again.

“What do you think Curt and Mr. Mugs are going to play? What would *you* play with a new pet like Mr. Mugs?” Let the pupils offer various suggestions.

Developing
background
Speculating

<p>Page 40 Noting details</p>	<p>"I wonder if any of our ideas are correct. Let's open our readers to page 40, and see if we can find out there what Curt and Mr. Mugs are going to play." "Does the picture tell you what game they are going to play?" "What is Curt holding in his hands?" "What is the title of the story? Who will read it aloud for us?" "How do you play ball with a dog?" Let several pupils tell how they play ball with a dog. "What would you like to find out in this story?" The responses may be somewhat as follows:</p>
<p>Setting purposes for reading</p>	<p>How does Curt play ball with Mr. Mugs? What will happen? Is Pat going to play ball too? Will Tiger be there?</p>
	<p>"Let's look at page 41 to see if any of our questions are answered there."</p>
	<p>Developing Pupil Response</p>
<p>Page 41 Reading</p>	<p>"What is happening in this picture?" "What do you think Curt is saying? Read to yourself to find out."</p>
<p>Predicting</p>	<p>After the silent reading ask: "Who will read aloud what Curt is saying?" "What do you think Curt is going to do with the ball?" Let one or two pupils who suggest Curt is going to throw the ball demonstrate how they would throw it.</p>
<p>Page 42 Interpreting the picture</p>	<p>"What is happening in this picture? Does the picture give an answer to one of our questions?" "Yes, it tells us how Curt and Mr. Mugs play ball. How many of you guessed that Curt would throw the ball for Mr. Mugs to bring back?"</p>
<p>Valuing Inferring</p>	<p>"Where are Curt and Mr. Mugs playing? Is that a safe place to play with a ball? Why not?" "Do you think Curt knows it is not a safe place to play? What in the picture shows you that Curt is being careful?" (He has thrown the ball towards the lawn and away from the road.)</p>
<p>Reading</p>	<p>"What do you think Curt is saying as he throws the ball? What do <i>you</i> say when you throw a ball for a dog to bring back?" Allow the children to make suggestions, then have the page read silently.</p>
	<p>"Read the lines that tell Mr. Mugs what to do with the ball." "Pretend you are Curt throwing the ball. Read aloud what Curt says, the way you think he would say it." Let several pupils give their interpretation.</p>
<p>Pages 43-44</p>	<p>When the pupils see the picture on page 43 they will anticipate what is going to happen and will be most anxious to see if they are right. Do not slow them down and take the edge off the excitement by too much discussion and reading. Let them size up the situation in the picture on page 43 and turn immediately to the picture on page 44. Then go back for the reading and discussion.</p>
<p>Noting details</p>	<p>"Now let's see where Curt threw the ball. Look at the picture on page 43. What is happening?" The pupils should note that Pat is sailing a toy boat in a plastic wading pool; that Curt has thrown the ball in her direction; that Mr. Mugs is running full speed towards her.</p>
<p>Inferring predicting</p>	<p>"Where do you think the ball has gone?" The pupils will probably decide it has gone over the pool or in it. "Mr. Mugs is running fast after the ball. What will he do when he comes to the pool? What do dogs usually do?"</p>
<p>Inferring sounds from experience</p>	<p>"What will happen if he does? Let's turn the page quickly to find out." Allow the children to enjoy the picture on page 44 and comment spontaneously on it. Then ask, "What might you hear if you were there?" (Pat's screams, Curt's shouting, water splashing, etc.) "What would Pat feel like? Why?"</p>
<p>Reading; inferring</p>	<p>"Now let's turn back to page 43. Do you think Curt knows what is going to happen? Read what he says?" After the silent reading, have Curt's words read aloud.</p>
	<p>"What does Curt want Mr. Mugs to do? Who does he want Mr. Mugs to get the ball for? Read the line that tells us." "Why do you think Curt doesn't know what is going to happen?" (He is probably too far away yet to see what the situation is.)</p>

Inferring
feelings

“Look at Pat’s face. Do you think she knows what is going to happen? How do you think she feels? How would *you* feel if you were quietly sailing your boat and looked up to see a big dog about to splash into the pool?”

Reading

“Now turn to the next page to find out what Curt says when he does see what Mr. Mugs is going to do. What do you think he is saying?” After the pupils have made some suggestions, have them read to verify them.

Predicting;
inferring

“Do you think Pat will get away in time? What will happen if she doesn’t? Why did Curt say *Mr. Mugs! Mr. Mugs!*?”

Checking

Read to the pupils the questions they posed at the beginning of the story (page 315). “Did we find answers to all these questions in the story? What did we find?”

“Yes, we found out how Curt and Mr. Mugs played ball and what happened when they did. Pat was there, too, but she didn’t actually play ball.

Inferring from
experience

“Tiger wasn’t there. Where do you suppose Tiger was? What do you think he might be doing? What do kittens usually do after they have had something to eat?” The pupils will probably decide that Tiger has curled up somewhere for a nap.

Predicting

Before going on to the next page ask: “What do you think Mr. Mugs will do when he comes out of the water? What do dogs usually do?” Allow time for suggestions, then go on to the poem.

Page 45

After a Bath

Singing

Have the pupils check their predictions with the picture. Allow them to comment freely, then read the poem to them for their enjoyment. After you have read the poem until the words are familiar, the pupils might enjoy singing the poem to the tune of “Twinkle, Twinkle, Little Star.”

Developing a
sense of rhythm

To develop the ability to perceive rhythm in jingles or poetry, show the pupils how you move your arm in a long sweep to indicate each rhythmic phrase in a Mother Goose rhyme or a familiar poem.

“Hey! Diddle, Diddle” is a good rhyme for teaching this action. Move your arm in a rhythmic motion from left to right for the *Hey!* and back from right to left for *Diddle, Diddle*, etc. After watching the marking of the rhythm in this way, the children will enjoy imitating this movement as they say the rhyme with you. After they have practiced doing this, read the poem “After a Bath” in the reader again, exaggerating the rhythm, and let the children move their arms back and forth to the rhythm.

For further practice in rhythmic expression, the nursery rhymes “Little Miss Muffet” and “Old Mother Hubbard” are excellent, as are many of the poems from the A.A. Milne books *Now We Are Six* and *When We Were Very Young*.

Since a sense of rhythm helps promote good phrasing when a child reads aloud, rhythmic games and exercises contribute to more effective oral reading.

Pages 46-50

What a Dog!

Developing Pupil Inquiry

Developing
background;
setting purposes
for reading

The pupils will enjoy the picture of Mr. Mugs on page 46. By this time they will realize that whenever they see that expression and that particular twinkle in his eye, some mischief lies ahead. Add to this the title “What a Dog!” and the children will be wondering what kind of mischief Mr. Mugs will get into this time. Ask for some predictions of what is in store, then suggest that the pupils read the story to discover just what does happen.

Developing Pupil Response

Page 47
Inferring;
reading

“Mr. Mugs doesn’t look quite so happy here as he usually does. Why is Mr. Mugs looking like this?”

“Are you wondering about anything?” The pupils will probably want to know what Curt wants Mr. Mugs to do. Help them to formulate the question, then have them read silently for the answer. As they read, check for lip reading.

After the silent reading ask: "Do you know now why Mr. Mugs is looking rather doubtful and not so happy? Read the lines that tell why." Groups of pupils who are less alert may have to be led to see that Pat is too heavy to ride on Mr. Mugs' back.

"What does Curt want Mr. Mugs to do? Read the lines that tell you. Do you think Mr. Mugs will try to run?"

Page 48
Noting details

Invite comments with the question, "What is happening in this picture?" The pupils will note that Pat's mommy has come; that she has a bundle buggy full of groceries and so must be on her way home from the store; that Pat has seen her and is calling to her.

Reading

"What do you think Pat is saying? Read to find out."

"What does Pat say to Curt? Read the lines that tell you."

"What does she say to Mommy? Read the line that tells you. Try to read it as Pat would say it. Remember, she is calling this out to Mommy."

Noting feelings;
predicting

"How does Mr. Mugs look? Do you think Pat's mommy will notice? What will happen next? Will Curt try to make Mr. Mugs run, or will Mommy tell Pat to get off Mr. Mugs' back because she is too heavy?" Let the pupils discuss these alternatives, then have them look at the next page to find out what does happen.

Page 49
Noting details

Allow the pupils to interpret the picture freely. They will note that Pat has got off Mr. Mugs' back and that she and Mommy are watching what Curt is doing. They will note with anticipation that Mr. Mugs is interested in the parcels in the bundle buggy and that no one is noticing what he is doing. The pupils may wonder what Curt is doing and why. Help them formulate questions and then proceed with the silent reading.

Reading

When the silent reading is finished ask: "Did you find out what you wanted to know? What did you want to know?" The less alert groups may have to be asked specific follow-up questions such as, "Who was speaking? Who was she talking to? What was Curt doing? Read to prove that you are right."

Page 50

Few pupils will have been able to resist looking over at the picture on page 50 and they will be eager to get to it. Let them react spontaneously, questioning only enough to make sure that all have grasped what has happened.

Inferring
feelings

"How do you think Mommy would feel when she saw Mr. Mugs running off with her package of sausage? How would Pat feel? How would Curt feel? How would you feel if you saw your pet running off with someone's meat?"

Reading
Dramatic
reading

"Read the sentences on this page to see what everyone said."

After the silent reading suggest: "Let's pretend that Pat said the first line, Curt said the second line, and Mommy said the last line." Appoint three children to take the parts and read the lines as Pat, Curt, and Mommy would say them. Change the cast as often as is necessary for everyone to have an opportunity to participate.

Valuing

Refer back to the title of the story. "Is that a good title for this story? Why?"

COMPREHENSION CHECK

Rereading for Enjoyment

Rereading
independently

The afternoon's play constitutes the third episode of the day. Let the pupils reread the whole episode, pages 40-50, on their own to enjoy the stories and pictures again.

Checking Comprehension

Retelling

Encourage the pupils to retell the story in their own words. Give help if it is needed.

Thinking About What Was Read

Suggesting games
Expressing
opinions

"Curt decided to play ball with his new pet. What other games can you play with a dog?"

"When Curt threw the ball towards Pat, do you think he meant it to go into or over the pool, or was that just an accident? Why do you think as you do?"

"When Mr. Mugs splashed into the pool, do you think Pat would be angry, or would she think it was funny? How would you feel if it happened to you? Why?"

Discussing
story endings

"What do you think happened next, when Curt and Pat and Mommy saw Mr. Mugs running off with the package of sausage? Would Mr. Mugs eat the sausage? Would he try to bury it

like a bone? Would he bring it back to Curt? What makes you think as you do? Would Curt scold Mr. Mugs? What would he say to the dog?"

"Unless the package was not broken open, Pat's mommy wouldn't be able to use the sausage, even if Mr. Mugs brought it back. If she were counting on it for dinner, what might she ask Pat and Curt to do?"

Integrative Options

Visual Arts:
Illustrating

Physical
Education: Rhythmic
interpretation

Playing
a game:
listening to
directions

Some of the pupils might like to illustrate the story endings they suggested in the discussion above. Post some of the drawings on the bulletin board for all to enjoy.

Recall Curt's pretending to be a plane on page 49 and suggest that the pupils might like to do this too. Any tune suitable for an airplane rhythm composed of short running steps may be used as an accompaniment.

The group may like to play the game "Airplanes Fly." Direct the children to stand by their seats with their arms at their sides. When the teacher says, "Airplanes fly," the arms should be raised and flapped as if the children were flying. If the teacher says, "Tables fly," the children's arms must remain at their sides even though she or he raises her/his own to try to catch them. Continue the game, directing the children to flap their arms only when an item is mentioned that can fly. Such a game may help children to listen and to follow directions.

Page 51

Introducing
the poem

Listening
to a poem
and comparing

My Dog

"Here is a poem about a dog who seems to be very much like Mr. Mugs, It was written by a poet to tell us about her dog, but it could almost have been written about Mr. Mugs. Listen, as I read it to you, to see how the poet's dog and Mr. Mugs are alike."

Read the poem as the children listen. Then read it again, verse by verse, as follows:

"The first verse of the poem tells what the poet's dog looks like and something he can do." Read the first verse. "What does the poet's dog look like? Would you say that Mr. Mugs has a 'short and scrubby nose?' Mr. Mugs has so much hair it's hard to see his ears. Do you think they might 'hang rather low'?"

"What does the poet's dog do with a stick? Do you think Mr. Mugs would do that? We know he will run after a ball, so he would probably run after a stick. But would he bring it back? Why do you think he would/wouldn't?"

"The next verse tells some of the naughty things the poet's dog does." Read the second verse to the children. "Why does the poet's dog get spanked rather often? Do you think Mr. Mugs might do these things too? What makes you think so? How would Curt's mommy feel about such things? Do you think Mr. Mugs may 'get spanked rather often' until he learns to behave himself?"

"The last verse tells about more naughty things the poet's dog does, and it tells how she feels about her dog." Read the third verse. "What are the naughty things the poet's dog does? How does she feel about her dog, in spite of the naughty things he does? Do you think Mr. Mugs would be very likely to track up the house when he comes in out of the snow or rain? Why would he be especially likely to do so?" (Snow, water, or mud would stick to his big hairy paws.) "What will Curt have to remember to do every time his dog comes into the house on bad days?" (Wipe the dog's feet) "In spite of the mischievous and naughty things Mr. Mugs might do, do you think Curt would say, as the poet does, *Oh, puppy, I love you so?*"

Have the pupils open their books to page 51 and enjoy the illustrations as you read the poem through to them again.

Enjoying

Pages 52-55

Developing
background;
setting purposes
for reading

A Surprise for Mommy

Developing Pupil Inquiry

Develop the idea that the events of the book are the happenings of one single day. Now it is evening and getting close to Curt's bedtime: Invite the pupils to tell what they like to do in the evening. Then suggest they read the story to find out what Curt and Mr. Mugs did.

Developing Pupil Response.

Pages 52-53

Have the pupils open their books at page 52. This would be an excellent time to allow the pupils to read two pages without pausing for discussion in between.

Interpreting
pictures

Encourage the pupils to study and interpret the pictures on both pages. They will note that, in the first one, Curt is drawing something, and that, in the second one, he is showing it to Mommy. If they do not notice the expressions on Mr. Mugs' face, draw attention to them.

Setting purposes
for reading

The pupils will want to know *what* Curt has drawn. Lead them to formulate this question by asking, "Is there something else you would like to know about the pictures? What is it?" When the question is clear in the minds of the pupils, have them read silently.

Reading
and checking

Direct the pupils to read the two pages. Since this is a new experience, give assistance where necessary. When the reading is finished, ask: "What did Curt draw? Read the lines that prove it. Did you think it would be that? Why would Curt draw that? What kind of pet do you suppose it is?" Let the pupils predict, then turn the page.

Predicting
Page 54

Allow the pupils to comment on the picture, then say: "We know it's a pet on a jet. Read this page and you will get one more clue as to what kind of pet it is. See if you can find it."

Valuing:
checking
Page 55

After the silent reading, ask, "Do you think Mommy is right? What did she see? What did she guess?"

Inferring;
valuing

Invite comment by asking, "What do you think of Curt's picture? Who is the dog? Read the page just to make sure. Curt tells Mommy who it is."

Inferring

After the reading ask, "Why would Curt draw Mr. Mugs on a jet? He called Mr. Mugs a special name. What was it?" (jet-pet) "Do you like it? Why?"

Valuing

"Do you think Mr. Mugs likes the picture? What makes you think so? How do you suppose he got hold of the picture?"

Refer back to the title of the story. "Do you think this was a good surprise for Mommy? Do you think she liked it?"

Pages 56-60

A Jet-Pet

About the story

This last story is a special one in many ways. It ends the book and it ends Curt's day. It has woven into it many elements of the book — the jet, the jet-pet, the bologna sausage. It is written in rhyme, and so it will be given a different treatment. The story contains one new word, *forget*, which is a compound of two words previously taught.

Developing Pupil Inquiry

Developing
background;
setting purposes
for reading

"What do you do sometimes when you are in bed and asleep? Curt had an exciting day. Do you think he would dream that night? What do you think he would dream about?" Have the pupils think of some of the things that happened that day and conjecture which ones might appear in Curt's dream.

"Now let's see if Curt did dream and, if so, what his dream was."

Developing Pupil Response

Pages 56-57

Study the two pages as a unit. Open discussion with a general question, "What is happening now?"

Noting details

The pupils will note that Curt *is* dreaming, and that his dream is about Mr. Mugs on a jet. They may wonder where Mr. Mugs is going and what is in the basket he is carrying. They will notice the smile on Mr. Mugs' face and the surprised look in the moon.

Valuing
Listening

Draw attention to the title and have it read. "Why is this a good title?"

"Listen to what Mr. Mugs is saying as he soars through the sky." Have the pupils listen as you read page 57 to them, stressing the rhythm.

Speculating

"Where do you think Mr. Mugs is going? Why is the moon surprised?"

"What do you suppose Mr. Mugs has in his basket? Let's read on to see if our ideas are right."

Page 58

A question such as, "Where is Mr. Mugs now?" will invite comments about the moon dogs and the moon. "How would the moon dogs feel when they see Mr. Mugs?"

Read page 58 to the group.

Page 59

"Tell me about the hot-dog party on the moon." The picture will evoke spontaneous comments.

"Do you know now what Mr. Mugs had in his basket? What was it? Did anyone guess that is what it would be?"

Read page 59 to the group.

Before turning the page ask, "What do you suppose will happen next?"

Page 60

"What has happened?"

Read page 60 to the group. When you have finished ask: "Why do you suppose Curt dreamed of Mr. Mugs on a jet?" Have the pupils recall Curt's drawing. "Why do you suppose he dreamed of hot dogs?" Recall the incident of Mr. Mugs' running off with Pat's mommy's sausage. "Would you like to dream a dream like this? Why?"

Enjoying the Story Again

Listening
for rhythm

Now that the pupils have the story line, reread the whole story and have the pupils tap out the rhythm as you read it to them.

Reading

Reread the story a third time. This time allow the pupils to read it with you.

COMPREHENSION CHECK

Rereading for Enjoyment

Rereading
independently

Now that Curt's day has ended, let the pupils reread the last episode, pages 50-60, on their own. Since they have read "A Jet-Pet" with you, most of them should be able to read it independently. Be ready to give help to those who need it.

Checking Comprehension

Retelling
the story

Encourage the pupils to retell this part of the story in their own words. They may need help in summarizing "A Jet-Pet." Help them to arrive at something such as, "That night, when Curt went to sleep, he dreamed that Mr. Mugs went to the moon on a jet and had a hot-dog party with some moon dogs."

Thinking About What Was Read

Thinking
creatively

"In the evening, just before bedtime, Curt drew a picture as a surprise for Mommy and Mr. Mugs watched him. What might Pat and Tiger have been doing at *their* house?"

Inferring

"After Curt had finished showing his picture to Mommy, Mr. Mugs got hold of the picture and held it up proudly. Do you think he knew it was a picture of himself on a jet? How would he know the picture had something to do with him?"

Personal
experiences

"Curt had a funny dream about his pet. Have you ever had a funny dream about a pet? Tell us about it."

Integrative Options

Singing

The children will enjoy singing the following song to the tune of "Oh, Where, Oh Where, Has My Little Dog Gone?"

Oh, where, oh where, has my little dog gone?
Oh, where, or where, can he be?
With his laughing eyes and stubby tail,
Oh, where, and oh where, is he?

He's gone away on a trip to the moon.
His friends up there he will see.
But he'll come back on a fast, fast jet.
Oh, my! What a pet is he!

Making
surprises

Curt drew the picture of Mr. Mugs on a jet as a surprise for Mommy. The children may enjoy making a surprise for their own mothers. Oatmeal boxes covered with sample wallpaper make

attractive knitting boxes. Sachets may be made by dipping a small piece of cotton in perfumed talcum and placing it between two lace-paper doilies, which are then pasted together. Squares of cardboard boxing, after being decorated and shellacked, make handy hot-dish mats.

Page 61

Mr. Mugs

Listening

Have the pupils study the picture on page 61 and invite comments with the question, "What do you think Mr. Mugs is up to now?" After some speculation, have the pupils close their readers and listen to the first reading of the poem.

Speaking together

Reread the poem a second time, allowing the pupils to supply the answer, "Mr. Mugs." If the children are still quite interested, read the poem a third time and allow them to say as much of it as they can remember with you.

Pages 62-63

What a Dog!

Reading Pictures

Enjoying the pictures

The pictures on these two pages will serve to recall some of the highlights of Mr. Mugs' career to date. Let the pupils look at them and enjoy them for a few minutes. Then consider each picture in turn, having the pupils read the text and encouraging them to reminisce about the various incidents the pictures call to mind.

Illustrating stories about Mr. Mugs

Since the story "A Jet-Pet," the poem "Mr. Mugs," and these pictures have recalled many of the episodes in *Mr. Mugs – A Jet-Pet*, suggest to the children that maybe they would like to draw pictures of some of their favorite stories about Mr. Mugs. Various media could be used — paints, crayons, colored construction paper, etc.

Making a group book

When the pictures are completed, they could be shown to the class and then made into a group book. A pupil particularly good with numerals might number the pages. A skilful "artist" might do an attractive cover illustration. Each page might carry the message:

By _____

This would give a personal touch and, since all should be able to print names by this time, it is quite possible as well. A child interested in printing a message other than his or her name should be encouraged and helped.

If the book is attractively bound and put into the classroom "library" it will, no doubt, get plenty of use during the year. This should be the first of several books and should inspire the making of individual books.

A Final Reminder

Don't forget. Let each child take his or her copy of *Mr. Mugs – A Jet-Pet* home to share the joy and sense of achievement at having read "a whole book." When all the books have been returned, keep them on a convenient shelf in the classroom for a month or so, and let the children reread them as a treat in their spare time.

Each child who has finished *Mr. Mugs – A Jet-Pet* should also be allowed to wear a "Mr. Mugs" button.

If you do not have "Mr. Mugs" buttons for the children, they would enjoy having an "emblem" like this.



What a Dog!

Draw the dog on heavy paper or cardboard and cut it out.

Maintaining Skills

For those pupils who are proceeding slowly through *Mr. Mugs – A Jet-Pet*, the skills acquired during the chart or *Mr. Mugs* stage may be maintained in an enjoyable way by using some of the games which were suggested in the “Alternate Strategies” section. The games most suitable for this purpose are listed below, together with the page numbers on which they are presented. They may be repeated as they are or adapted for specific purposes. Items included in *Mr. Mugs Games* are starred.

Vocabulary

What’s Missing? page 92.
 Word Spill, page 92.
 Word Footprint Race,
 page 92.
 *Snake Word-O, page 93.
 Wishing Wheel, page 94.
 Cover Up, page 94.
 Word Puzzle, page 95.

Mail Box, page 110.
 Grab Bag, page 130.
 Checkers, page 158.
 *The Mr. Mugs Game, page 174.
 Roll ‘Em, page 198.
 Fish a Word, page 199.
 Spin a Word, page 214.
 Treasure Chest, page 300.

"P" Picker, page 17.
*Purple Pumpkin Patch,
page 17.
Puzzle Pieces, page 35.
*Race for the Top, page 53.
*The Sound Tree, page 70.
Sort Wizard, page 84.
*Clear the Track,
page 112.
*Build a Puzzle, page 113.
Let's Match, page 144.

Miming Rhyme, page 52.
Rhyme Wheel, page 52
Have a Heart, page 70.
*The Apple Hunt, page 111.

Alphabet Footprint
Race, page 55.
Grab Bag, page 84.
Pick a Lollipop,
page 112.
Cookie Alphabet, page 145.

Phonemic Analysis

*Make Mr. Mugs (Vari-
ation 2), 176.
Working with "d", page 191.
Spin-a-Consonant, page 192.
How Does It Begin? page 199.
*Put On a Happy Face, page
215.
Spot the Leopard, page 230.
Fish Pond, page 260.
Shake, Feel, and Guess,
page 276.
Line-Up, page 292.

Rhyming Skills

The Rhyme Tree, page 160.
Mitten Match, page 231.
Rhyme a Pair of Puzzles,
page 261.

Alphabet Skills

Let's Bone Up! page 176.
Georgie Giraffe, page 192.
Bright Bird and Daffy Duck,
page 216.
Let's Play Fish, page 247.

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